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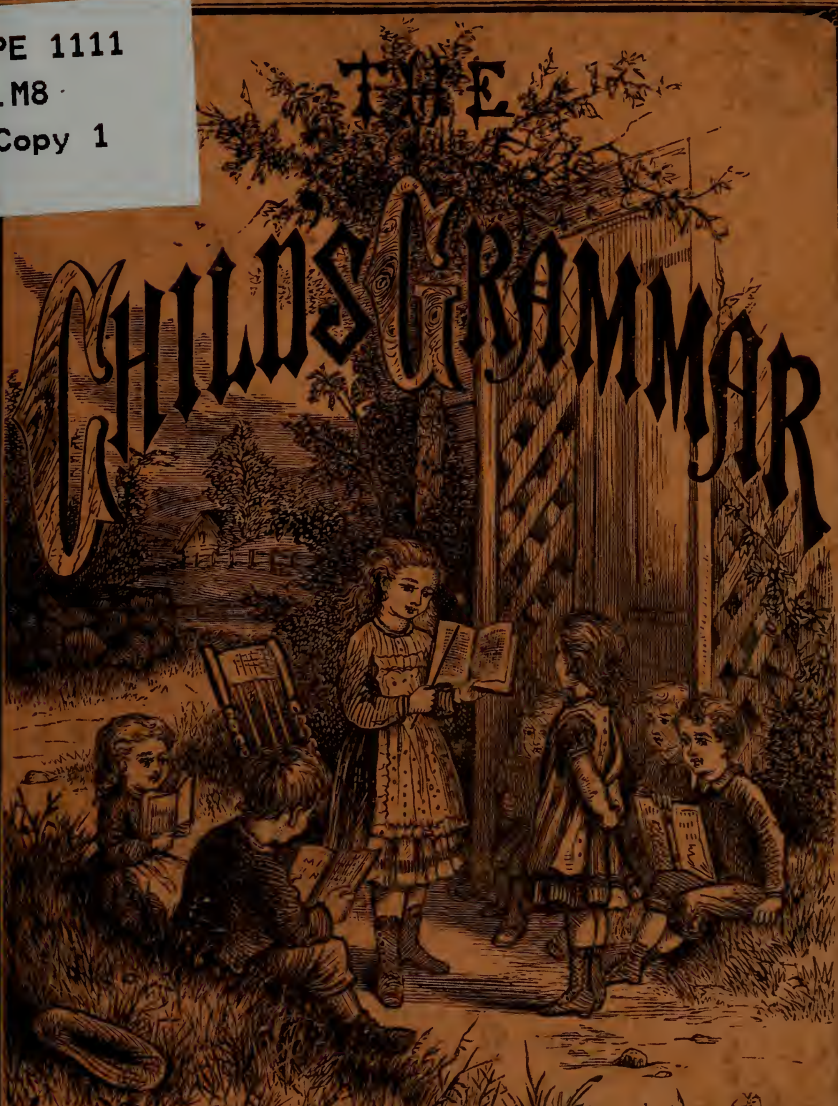
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THE

CHILD'S GRAMMAR



BY
E. M. MURCH

LOUISVILLE

JOHN P. MORTON & COMPANY.

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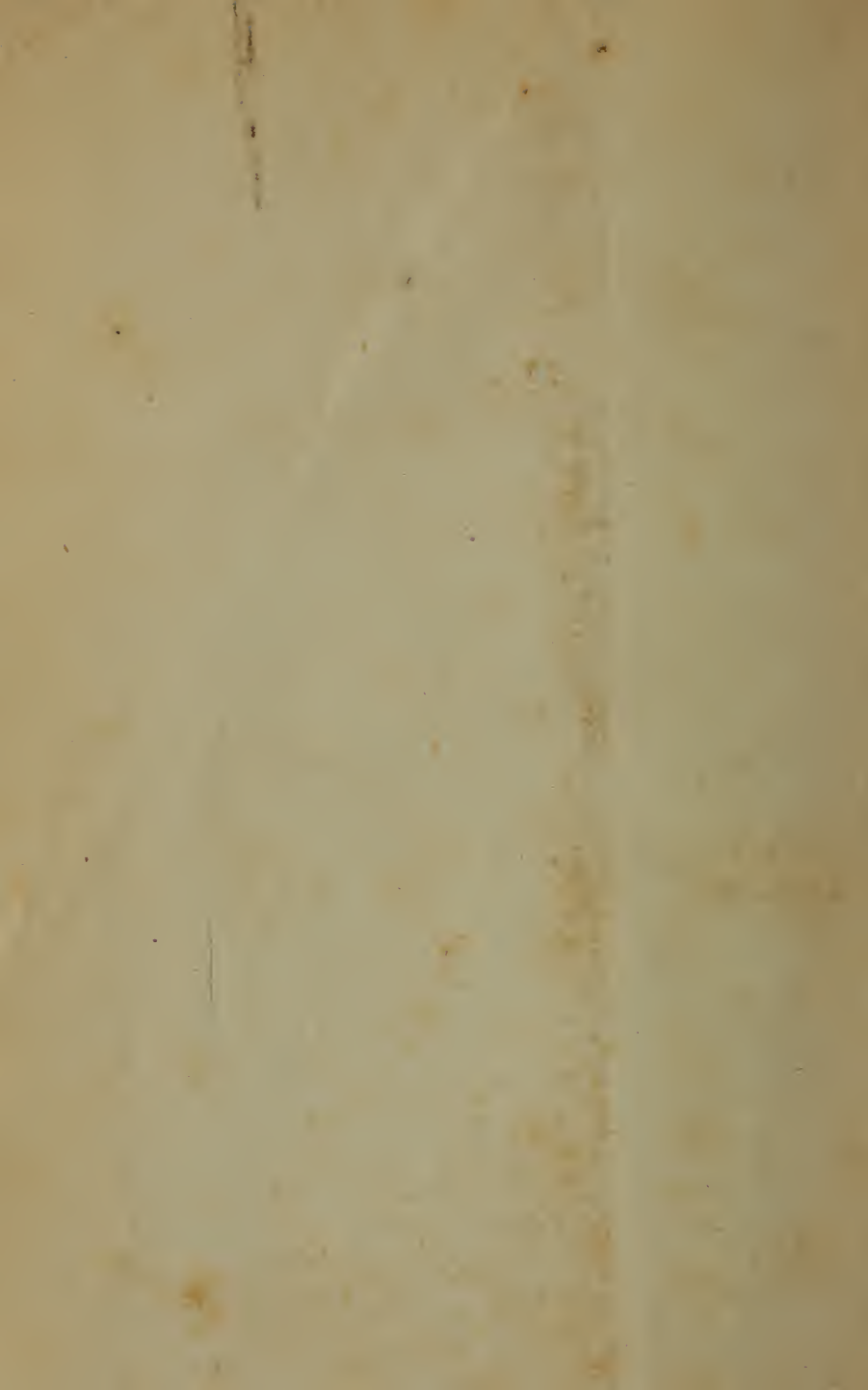
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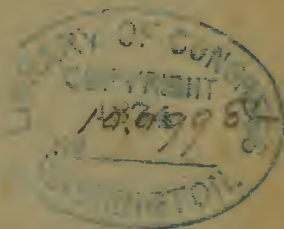


THE CHILD'S GRAMMAR:

FIRST LESSONS IN LANGUAGE.

Phraim ✓
BY E. M. MURCH,

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PREFACE.

This book is what its title implies, a Child's Grammar. It was written for the children, not for grammarians and critical scholars of the language. Its chief aim is not to propose new principles, but to simplify and make easy such as are already known, and adapt them to the capacities of young pupils. The effort has also been made by means of pictures and various novel devices to awaken and sustain the interest of the pupil and relieve the study of much of its tediousness.

The author has endeavored to put himself on the same plane with the children, to think as they think and talk as they talk, avoiding at the same time that silly grandpapa style so often met with in so-called juvenile text-books.

Throughout the whole work the principle is recognized that grammar is not a code of dead rules, petrified in the writings of past or present authors, but rather the expression of the living genius of a language, wearing its livery and subserving its needs.

Believing that the first grammatical essays of the child should be upon the words of his own little vocabulary, and not upon the language of great poets and other writers, the author has aimed to teach the young pupil first to use correctly his own familiar words in conveying his thoughts, as well as to enable him subsequently to understand language which he may read or hear, and appropriate its forms to his own use in expressing the ideas of his maturer mind.

Original examples, expressed in familiar language, have been chosen for exercises, in preference to poetic quotations and other hackneyed sentences, which are generally above

the plane of the child's thought, and often artificial in construction and obscure in meaning.

It is hoped that this little book will help to throw a new and pleasing light upon the old study of grammar, and reveal to the young pupil some of the excellences and beauties of our noble language.

TO TEACHERS.

It is assumed that the several parts of speech should be learned primarily from the nature of the words themselves, independently of their relations in sentences; hence the prominent characteristics of these several classes of words are first presented. Next the classes and properties of the parts of speech are presented, and the pupil is made to exercise his thinking powers in distinguishing the different properties on which this division into classes is based.

For the Syntax many new and excellent features are claimed. Like the rest of the book, it is completely inductive. No rule or note is given until the pupil by a process of reasoning has deduced the principle upon which the rule is based. The arrangement of the matter in this part of the work, the clear open page, the agreeable variety, and good size of type will be appreciated by all teachers of children.

The descriptions under the larger pictures are designed to be read carefully by the pupil, the italicized words especially noted, and their application to the objects in the cut pointed out. The words are thus shown to have meanings, and these meanings are clearly and definitely conveyed to the pupil's mind.

Copious exercises are introduced throughout the book, which, although they are thought to be happily arranged and very complete, are yet suggestive in character, and can be varied and enlarged at the discretion of the teacher.

CONTENTS.

NOUNS	8
ADJECTIVES	16
VERBS	26
ADVERBS.....	36
REVIEW.....	45
PRONOUNS.....	49
PREPOSITIONS.....	55
CONJUNCTIONS.....	61
INTERJECTIONS	67
PARTS OF SPEECH.....	71
CLASSES OF NOUNS.....	76
Common and Proper Nouns.....	77
Collective, Abstract, Material, and Verbal Nouns.....	80
PROPERTIES OF NOUNS.....	82
Number.....	83
Formation of the Plural.....	84
Gender.....	93
Person.....	102
Case.....	107
Formation of the Possessive.....	109
Declension of Nouns.....	111
CLASSES OF ADJECTIVES.....	113
Descriptive and Definitive Adjectives.....	114
PROPERTIES OF ADJECTIVES.....	117
Comparison of Adjectives.....	117
Formation of the Degrees of Comparison.....	119
Articles	124
CLASSES OF VERBS.....	127
Transitive and Intransitive Verbs.....	128
PROPERTIES OF VERBS.....	134
Tense	135
Mood.....	144
Voice.....	151
Person and Number.....	155
Regular and Irregular Verbs.....	156
Conjugation of Verbs.....	158
Conjugation of Irregular Verbs.....	163
Defective and Impersonal Verbs.....	169
PARTICIPLES.....	173
CLASSES OF ADVERBS.....	178
COMPARISON OF ADVERBS.....	181
PERSONAL PRONOUNS.....	182

COMPOUND PERSONAL PRONOUNS.....	185
RELATIVE PRONOUNS.....	186
COMPOUND RELATIVE PRONOUNS.....	189
INTERROGATIVE PRONOUNS.....	190
ADJECTIVE PRONOUNS.....	191
RELATIONS OF PREPOSITIONS.....	194
CLASSES OF CONJUNCTIONS.....	195
INTERJECTIONS.....	198
RULES OF SYNTAX.....	199
Sentences.....	199
Subject and Predicate.....	200
Terms in Syntax.....	203
The Article.....	204
Parsing.....	211
The Noun—Nominative Case.....	212
Possessive Case.....	216
Objective Case.....	220
Objective Case Adjunct.....	222
Objective Case Restrictive.....	224
Objective Case Subject.....	226
The Appositive.....	227
The Predicate.....	230
The Adjective.....	234
The Verb.....	244
The Tenses.....	249
The Moods.....	251
The Infinitive.....	252
The Participle.....	256
The Adverb.....	261
The Pronoun.....	265
The Relative.....	267
The Preposition.....	271
The Conjunction.....	274
The Interjection.....	277
WORDS USED AS DIFFERENT PARTS OF SPEECH.....	280
PUNCTUATION.....	283
LETTERS.....	285
WORDS.....	286
RULES FOR SPELLING.....	287
CAPITAL LETTERS.....	288

THE CHILD'S GRAMMAR.

PARTS OF SPEECH.

Grammar teaches us how to use our language properly in speaking or writing.

It treats of words, and the relations they sustain to each other, and shows the principles according to which we should use these words in expressing our thoughts.

The words of our language are divided into several classes, called *parts of speech*.

There are eight parts of speech, as follows:

Noun,	Pronoun,
Adjective,	Preposition,
Verb,	Conjunction,
Adverb,	Interjection.

Look at the picture on the next page. This picture and the exercise under it illustrate the use of words belonging to one part of speech; namely, the *noun*.



NOUNS.

1. How many things you can see in this picture! First, here is a *boy* at *play* with his *bat* and *ball*. His *dog* waits for him to knock the *ball*, and then runs and brings it to him again. A *kite* lies on the *ground* by his *side*, but its *string* is broken.

2. On the left you see a tall *tree*, and upon one of the *branches* sits a *bird* near its *nest* full of *eggs*. Farther off is a *house* with two tall *chimneys*, and a *horse* and *wagon* are passing along the *road* near it. A little *girl* is sitting

upon the *door-step*, with a *book* in her *hand*, and a *kitten* by her *side*.

3. Upon the *river* there is a *ship* with tall *masts* and white *sails*, and a little *boat* floats upon the *water* near the *shore*.

4. Then there is a *well*, with its *curb* and *sweep* and *bucket*; a *woman* drawing *water*, and an *ox* drinking at the *trough*; and a great many other things.

5. How many things there may be in a single picture! and how many more there must be in the whole world!

Now these things must all have *names*, or we could not talk about them, or tell one another what things we meant. So you see that *names* are the first things we must learn in speaking or writing.

Now I am ready to give you your first lesson in GRAMMAR.

LESSON I.

What must we first learn about in grammar?

Names.

What are names?

Names are words which represent *things*.

Will you mention three names of things seen in this picture?

Boy, bat, ball.

What does the word *noun* mean?

The word *noun* means *name*.

Since then these words, *boy*, *bat*, *ball*, are names, what may we call them?

NOUNS.



Do you see any thing else in the picture?

Yes; there is something lying in the corner.

What is it called?

A hat.

What then is *hat*, and why?

Hat is a noun, because it is a name of something.

What are all names called in grammar?

All names are called *nouns*.

Mention three nouns, names of things in this picture. Why are they nouns?

Is *cane* a noun? Why? Can you see a cane in the picture? Point it out. Is *tree* a noun? Point out a tree. Why is *tree* a noun? Is *soon* a noun?

Soon is not a noun.

Why not?

It is not a name of any thing.

Did you ever see a *soon*? Is *into* a noun? Why? Can you point out a thing called an *into*? Mention some other words which are not nouns.

Under, near, if, quickly.

Why are these words not nouns?

Because they do not represent things.

The girl sits upon the chair. Which of these words are nouns? Why? Can you see the *things* in the picture?



Which are not nouns? Why? Can you see a *sits* in the picture? Can you see an *upon*? Is there any thing called a *the* in the picture?

The boy holds up his cap, and the dog jumps after it. Which of these words are names of things in the picture? What are these words then? Why?



Is *holds* a name of any thing? Is *holds* a noun? Why? Is *and* a noun? Why? Will you now tell me what a noun is?

A **noun** is the *name* of something.

Boat is the name of something; is *boat* a noun?

Boat is a noun, because it is a name.

Dog is a name of an animal; is *dog* a noun? The bird sings; is *sings* a noun? Why? Which word is a noun? Why?

LESSON II.

What does *noun* mean? What is a *noun*? In the picture on the eighth page mention all the nouns which are names of *persons*.

Boy, girl, man, woman.

Mention all the nouns which are the names of *animals*.

Dog, bird, kitten, horse, ox.

Do you think you could mention all the nouns which represent things in the picture? Try it. First take the *boy* alone.

There are his *eyes*, *nose*, *mouth*, *ears*, *hair*, *teeth*, *tongue*, *head*, *hands*, *fingers*, *nails*, *legs*, *feet*, *toes*, and ever so many more.

Are these words nouns?

Yes; they are nouns, because they are names of parts of the boy.

Are there any other nouns which represent things connected with the *boy*?

Yes; there are his *cap, coat, buttons, trousers, vest, collar, shoes, stockings*, etc.

Are these words nouns also?

They are nouns, because they are names of parts of the boy's clothing.

Tell in the same manner the names of things connected with the *dog*; the *horse*; the *ship*; the *bird*; the *tree*; the *house*; the *wagon*.

Do you not think there are a great many nouns? Mention three nouns, names of things used in *eating*.

Which of these words are nouns: now, knife, eats, fork, see, spoon, by, where, cup?

Which of these words are nouns: nose, upon, eye, so, here, mouth, open, chin, pretty, is, cheek? Why are they nouns?

How many nouns among the following words: was, to, every, sometimes, has, over, likes? Why?

The first letters of the following nouns, taken in order, spell the name of something used in school: say, peach, up, ear, for, under, nose, our, so, cup, which, ice, never, was, lion. What is the name?

The nouns are *peach, ear, nose, cup, ice, lion*. Their first letters spell PENCIL.

The following nouns by their first letters spell the name of a *boy*: great, gun, here, though, eagle, done, owl, has, rope, the, gold, except, on, earth. What is the name?

These spell the name of a *girl*: but, apple, as, sweet, lip, going, of, iron, be, quick, cat, have, very, evening. What is the name?

These spell the name of a *fruit*: should, aunt, truly, by, plum, save, pin, than, leg, on, elephant. What is the name?

These spell the name of something to *drink*: went, cheese, old, with, oak, here, foot, find, in, fool, what, earth, now, eel. What is the name?

These spell the name of something to *eat*: soft, butter, then, some, rogue, fills, elbow, ax, shines, on, door. What is the name?

These spell the name of something which every body wants: if, man, go, swift, oil, find, negro, about, no, ear, into, yoke. What is the name?

EXERCISE 1.

Write five nouns of each of the following classes:

- | | |
|----------------|---|
| 1. Persons. | EXAMPLE: <i>Man, girl, sister, Charles, king.</i> |
| 2. Quadrupeds. | 9. Parts of a house. |
| 3. Birds. | 10. Parts of your body. |
| 4. Trees. | 11. Things in a kitchen. |
| 5. Plants. | 12. Things to eat. |
| 6. Flowers. | 13. Things to drink. |
| 7. Fruits. | 14. Things made of wood. |
| 8. Insects. | 15. Things made of iron. |

EXERCISE 2.

Name the nouns in the following sentences:

1. The *boy* has a *dog*, a *bat*, and a *ball*.
2. The ball is made of yarn, and covered with leather.
3. A white house stands on the hill, with four windows and two chimneys.
4. The tree has a bird's nest hid among its leaves.
5. Apples, pears, peaches, plums, cherries, nuts, and many other fruits grow upon trees.
6. Animals which have four feet are called quadrupeds.
7. The horse, cow, and sheep are very useful animals.
8. One hundred

- cents make a dollar. 9. The window has twenty panes of glass.
 10. The well is full of cool water, which is drawn up in a bucket.
 11. I am very sorry to hear that you have been sick.

EXERCISE 3.

Put nouns in the following blank spaces:

1. The knocks the with his (The *boy* knocks the *ball* with his *bat*). 2. The sits on the 3. The is full of 4. A has four 5. Do you see the sailing on the 6. The aims his at a which is running on the 7. The has a on his 8. Do you like better than? 9. The draws from the in a 10. My promised me a new if I recite my well.

EXERCISE 4.

Select the nouns. Their first letters, taken in order, spell one of their number. Which is it?

1. Pen, was, ink, pipe, never, through, egg, shall. The nouns are *pen, ink, pipe, egg*. The answer is PIPE.

2. Pin, between, arm, soon, always, paper, writes, on, evening, surely, river.

3. And, come, summer, goes, iron, does, by, sister, tree, tall, is, earth, whiter, sings, river, let.

4. Went, rabbit, the, done, ox, if, under, we, bride, was, brother, good, like, eggs, robber.

5. Pig, several, gay, uncle, run, puppy, swiftly, poor, pail, ask, what, yoke, yes, about.

6. Swallow, sweetly, same, parrot, come, ape, high, up, raven, beautiful, robin, put, open, ostrich, shall, wagon, sparrows.

7. Going, gun, shoots, gone, eagle, down, oil, flows, with, Rome, comes, George, for, quick, evening, bright.

8. Lily, has, joyful, ink, lovely, lilac, also, comes, aunt, see, very, cousin, have.

9. Ant, pretty, runs, lamb, twenty, lobster, sly, take, idol, even, goose, quietly, alligator, where, out, teeth, owl, some, lazy, rogue.

10. My, and, cup, have, hat, and, fully, uncle, through, rope, church, never, under, hand, goes.

11. We, cloak, most, hair, shown, were, ivory, old, chicken, went, could, king, brightly, writes, emperor, save, nose.

12. Few, rat, every, where, horse, ink, us, begin, night, before, opossum, he, until, camel, same, in, elephant, elegant, through, rhinoceros, discover, ox, now, certainly, squirrel.

EXERCISE 5.

Select the nouns. Their first letters spell another noun of the same class. What is it?

1. Sing, poplar, shines, blue, ash, have, laurel, happy, think, maple, sure. The nouns are *poplar*, *ash*, *laurel*, *maple*. The answer is PALM.

2. High, cow, together, no, antelope, likes, mule, forever, if, elephant, save, lion.

3. Could, we, cotton, here, oats, under, therefore, been, rice, grow, nuts, gently.

4. Fond, head, and, speaks, eyes, blew, arms, ribs, so, gave, tongue, over.

5. Among, crow, twelve, take, owl, nevertheless, nightingale, only, duck, ostrich, might, the, robin.

6. Rapidly, mulberry, brings, alder, nowhere, his, pine, gracefully, linden, behold, elm, lofty.

7. No, sweet, apple, young, brightly, cherry, hear, orange, sometimes, raspberry, fell, over, nuts, old.

8. With, coffee, fresh, toward, ham, bad, onions, waits, cabbage, commonly, oil, you, any, lettuce, after, took, asparagus, tea, drank, eggs, when, should.

9. There, turnip, within, if, orange, around, melon, sold, apple, high, tomato, tell, grow, onion.

10. Came, shirt, above, why, hat, sings, overcoat, so, that, once, carrings, always, stockings.



ADJECTIVES.

1. In this picture you see two horses. Are they *alike*? No; one is a *white* horse, and the other is a *black* one. There are two houses on the left; one is a *large* house, the other is a *small* one.

2. See those two groups of boys; do you think they are alike? Those three boys who are studying their lessons under the *tall* tree are *good* boys. What kind of boys would you call those *ugly* fellows who are fighting there? They are certainly *bad* boys.

3. What kind of a girl is that one who is picking up the *old* man's cane for him? Is she not a *polite* girl? Yes; and she is a *pretty* girl too.

4. Those two trees both bear apples. The *tall* tree bears *large sweet* apples, but the *low* tree bears *small sour* ones.

5. A *little* girl once asked her father to buy her a dress. He bought her a *fine* one, but when he showed it to her she was not pleased with it. "Why do you not like it?" said her father. "You asked me to buy you a dress, and here it is. I am sure it is *pretty*." "Oh," said the *little* girl; "but I wanted a *red* dress, and you have bought a *blue* one!"

6. So you see, boys and girls, that things are not all alike. In the picture there are different horses, different boys, houses, trees, apples, etc., and the little girl we have just been reading about found that all dresses were not *red*.

Now these words, *horses, boys, trees, dresses, etc.*, are all nouns, because they are *names* of things, you know; but if we wish to tell what *kind* of things we mean, we must put another word with the noun to *describe* it, or show what *kind* it is. Thus our little girl should have said she wanted a *red* dress.

Your next lesson is about these words which must be used with nouns when we wish to describe them. They are ADJECTIVES.

LESSON III.

When a little girl says she wants a *red* dress what does she use the word *red* for?

To tell what *kind* of a dress she wants.

To what is the word *red* joined?

To the noun *dress*.

What does the word *adjective* mean?

It means *joined* or *added to*.

What then would you call the word *red* above, and why?

An *adjective*, because it is *joined* to the noun *dress* to describe it.

What does to *describe* a thing mean?

To tell what *kind* of a thing it is, so that we may know something about it.

Will you illustrate what you mean by *describing* a thing?

When a boy says he has a *dog* we do not know much about it; but when he says he has a *pretty little black dog* we know almost as much about the animal as if we saw it.

Which words in your illustration *describe* the dog?

Pretty, little, and black.

What then are these words, and why?

Adjectives, because they are joined to the noun *dog* to describe it.

When I say, *A white horse*, what is *white*? Why?

These apples are sweet, but those are sour. Which words are adjectives here, and why?

Sweet and sour, because they describe the noun *apples*.



The sly fox wants to catch the fat hen. Which of these words are adjectives? Why? Which are nouns? Why?

The old hen has five little chickens. Which of these words are adjectives? Which are nouns? Why?

When I say, *Give me a good apple*, why do I use the word *good*, and what is it?

To *describe* the apple which I want; and it is therefore an adjective.

When I say, *Give me that apple*, why do I use the word *that*?

To *define* the noun *apple*, or point out *what* apple I want.

What then would you call *that*?

That is an adjective, because it is joined to a noun to *define* it.

What does to *define* a thing mean?

To show *which* thing or *how many* things are meant.

When I say, *Take these books*, what is *these*, and why?

These is an adjective, because it is joined to the noun *books* to define it.

Give me three pens. What is *three*? Why? Will you now give the definition of an adjective?

An **adjective** is a word joined to a noun to *describe* or *define* it.

Give other examples of adjectives *describing* nouns.

A *bad* boy; a *cross* dog; a *new* dress; *wild* horses.

Give examples of adjectives *defining* nouns.

This hat; *many* men; *few* days; *such* houses.

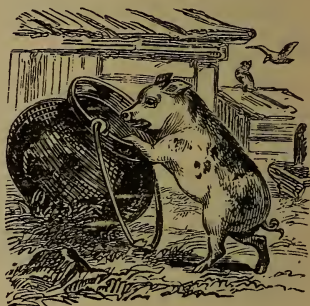
LESSON IV.

How can you determine whether any word is an *adjective* or not?

Join it to some noun, the name of a person, place, or thing; if it will *describe* or *define* the noun, it is an adjective.

Is *rough* an adjective?

Rough is an adjective, because it will describe a noun; as, "A *rough* road."



Is *narrow* an adjective? Why? What noun will *narrow* describe?

Did you ever see an *into* thing? Is *into* an adjective?

Into is not an adjective, because it will not describe or define any thing.

The fat pig has the big pot. What two nouns are represented in the picture? What *kind* of a pig is it? What *kind* of a pot? What are the words *fat* and *big* then? Why? Is *has* an adjective? Why?

Is *black* an adjective? Why? Mention several nouns which *black* will describe.

Black hair; *black* eyes; a *black* hat; a *black* horse.



Is *sweet* an adjective? Why? Mention a *sweet* thing. Is *pretty* an adjective? Mention something which is *pretty*.

Name two adjectives describing the *horse* in the picture. One defining the *boys*. Name two adjectives describing

your *school-house*. Three describing an *apple*. Two describing your *book*.

Which of these words are adjectives: when, hot, day, is, little, sings, bird, blue, was, bad? Why are they adjectives? What nouns will each describe? Which are nouns? Why?

Name two adjectives describing the *load* in the picture. Name one defining the *horses*. One defining the *wheels*. Two describing the *horses*.



Which of these words are adjectives: cap, now, are, shall, on, go, goose, nowhere? Why?

The first letters of the adjectives among the following words spell another which describes an *apple*: not, mad, of, easy, could, but, lazy, soon, lame, can, not, old, lamp, am, weak. What is the adjective?

What kind of *bubbles* are these in the picture?

They are round bubbles.

What then is *round*? Why? Name another adjective which will describe the *bubbles*. Are they *heavy* or *light*?

The first letters of the adjectives among the following words describe the *boys*: world, went, yellow, tell, odd, catches, ugly, into, when, noble, studies, great, ocean. What is the adjective?

The first letters of the following adjectives define the *bubbles*: women, go, fair, burns, old, tempest, fire, useful, here, never, entertains, rich. What is the adjective?



The first letters describe some *dogs*: barks, sly, hair, neat, with, able, poor, went, pretty, up, idle, loves, sour, could, not, heavy. What is the adjective?

The first letters describe some *boys*: if, long, city, goes, angry, times, zealous, girl, were, young. What is the adjective?

The first letters describe you, I hope: boy, hard, not, is, affectionate, without, pale, run, on, proud, under, youthful. What is the adjective?

EXERCISE 6.

Name the adjectives, and tell what nouns they describe or define:

1. I see a *black* horse and a *white* horse in the picture. 2. That old man is poor and lame and blind. 3. I live in a red house with green blinds. 4. The little boat can not sail so fast as the great ship with its tall masts and broad sails. 5. I know a sweet young girl with mild blue eyes. 6. This splendid store belongs to a rich merchant. 7. Studious boys will make wise men. 8. In cold weather we wear thick and warm clothing. 9. The bright stars shine in the dark night. 10. Iron is a hard metal, but lead is a soft one. 11. The well is deep, and the water is cool. 12. The road was rough, and the old horse soon became weary. 13. A hungry beggar, old and lame, with clothes all dirty and ragged, called at that elegant mansion to beg a small morsel, but a savage dog drove him away.

EXERCISE 7.

Put appropriate adjectives in the following blank spaces:

1. The tree bears apples (The *tall* tree bears *sweet* apples). 2. Do you like a apple better than a one? 3. boys quarrel, but boys do not. 4. The elephant has ears and a trunk. 5. The soldiers wear coats with buttons. 6. London is a city. 7. My coat is made of cloth. 8. This boy gave his sister a apple. 9. The rose is a and flower. 10. This banker owns a house, and rides in an carriage drawn by two horses.

EXERCISE 8.

Join an adjective to each of the following nouns:

- | | | | | |
|-----------|-------------------------------|------------|-------------|-----------|
| 1. Apple. | EXAMPLE: <i>Mellow</i> apple. | | | |
| 2. Man. | 7. Night. | 12. Ox. | 17. Sky. | 22. Day. |
| 3. Peach. | 8. Weather. | 13. Paper. | 18. Sun. | 23. Fire. |
| 4. Tree. | 9. Girl. | 14. Book. | 19. Street. | 24. Bird. |
| 5. Stars. | 10. Dress. | 15. Hill. | 20. Moon. | 25. Pen. |
| 6. Pig. | 11. House. | 16. Horse. | 21. Flower. | 26. City. |

EXERCISE 9.

Join a noun to each of the following adjectives:

- | | | | | |
|-------------|---------------------------------|----------------|---------------|--|
| 1. Lofty. | EXAMPLE: <i>Lofty</i> mountain. | | | |
| 2. New. | 9. Cold. | 16. High. | 23. Tender. | |
| 3. Ripe. | 10. Blue. | 17. Beautiful. | 24. Graceful. | |
| 4. Cross. | 11. Angry. | 18. Studious. | 25. Thick. | |
| 5. Naughty. | 12. Sweet. | 19. Sour. | 26. Kind. | |
| 6. Big. | 13. Young. | 20. Foolish. | 27. Strong. | |
| 7. Tall. | 14. Snappish. | 21. Brilliant. | 28. Coarse. | |
| 8. Ugly. | 15. Pretty. | 22. Happy. | 29. Gentle. | |

EXERCISE 10.

Select the adjectives. Their first letters taken in order spell one of their number. Which is it?

1. Once, happy, men, able, loves, by, unequal, times, green, fir, hang, haughty, tender, save, youngest. The adjectives are *happy, able, unequal, green, haughty, tender, youngest*. The answer is HAUGHTY.

2. Long, words, studies, idle, tall, sky, shines, tame, clouds, little, upon, rain, eager.

3. Sing, proud, drives, rapid, unto, where, old, proper, having, envious, too, enter, ruddy.

4. With, brown, tree, can, roguish, old, begin, wild, school, if, new, chair, runs.

5. King, uncivil, ruler, here, sly, battle, evil, gun, has, fond, name, useful, winds, sweep, loud.

6. Saucy, fox, excellent, steals, naughty, sleep, senseless, but, eager, long, backward, to-morrow, easy, never, alas, sure, and, sober, also.

7. Poor, shall, dress, ugly, hope, rude, learns, book, purple, large, pencil, empty, room.

8. Fat, pig, old, lives, but, round, grunts, gray, now, earnest, grass, will, tight, forgetful, waiter, untrue, lean, animal.

9. Angry, walks, modest, life, goes, icy, street, amiable, lady, yes, bare, line, lame, horse, excellent.

10. Tardy, commence, heavy, try, indolent, in, about, rocky, fights, solid, on, sun, thirsty, ride, young, man.

EXERCISE 11.

Select the adjectives and the nouns. The first letters of the nouns spell another noun, and those of the adjectives spell an appropriate adjective to describe the noun. What are they?

1. Feel, star, tame, although, top, went, rough, her, ox, unkind, shames, room, elegant, seeks, yoke. The adjectives are *tame, rough, unkind, elegant*; the nouns are *star, top, ox, room, yoke*. The answer is TRUE STORY.

2. Here, big, have, sun, round, was, trap, idle, gentle, arrow, should, hard, does, rifle, tender, as.

3. We, pencil, smooth, unless, old, egg, fine, anchor, which, carpet, thin, fought, hero.

4. They, foot, until, homely, island, makes, robber, if, frequently, oaken, enemy, teacher, true.

5. Negro, becomes, deaf, for, inch, so angry, ever, garden, sees, rotten, into, heart, keen, swiftly, temple.

6. Goes, pure, forever, rich, globe, reaches, ink, eloquent, tough, room, think, timid, lake, upward, yellow.

7. Foolish, commence, fort, not, liquor, rugged, active, officer, week, gay, shines, rainy, receives, education, amiable, religion, narrow, learns, tall.

8. A, brave, sells, soldier, travels, king, lazy, took, useful, under, easy, year.

9. There, rude, dunce, them, earnest, soon, raccoon, deep, till, ear, grows, sky, any, where, to, stove.

10. How, brief, by, bay, lucky, beneath, odd, apple, besides, obedient, track, somewhere, delightful, table, lioness, young, ourselves, England.

11. Buy, farm, because, was, knavish, eat, ignorant, rock, as, Indian, us, noble, empire, noise, damp, we, diamond.

EXERCISE 12.

Put an adjective in the first blank space, and an appropriate noun in the second:

1. A will study his lesson (A *good boy* will study his lesson).
2. This has a
3. My is made of
4. The walks with a cane, and a leads him.
5. This bites every body.
6. Paris is a
7. I hope you will be a when you grow up.
8. There is a sitting on a and singing a
9. If you are a, you will become a

EXERCISE 13.

Form nouns from the adjectives and fill the blanks below:

I. By adding the syllable *ness* and often changing the spelling.

1. White. 2. Sweet. 3. Black. 4. Hard. 5. Loud. 6. Heavy.
7. Coarse. 8. Swift. 9. Rough. 10. Bright.
1. The *whiteness* of the snow. 2. The of the stone.
3. The of the horse. 4. The of the sun. 5. The of the cloth. 6. The of the road.

II. By adding *th* and often changing the spelling:

1. Long. 2. Deep. 3. Wide. 4. Warm. 5. Young. 6. True.
1. The *length* of the rope. 2. The of the summer.
3. The of the well. 4. The of the story.

Form adjectives from the nouns and fill the blanks below:

I. By adding the syllable *less* and often changing the spelling:

1. Care. 2. Tear. 3. Sleep. 4. Leaf. 5. Father. 6. Pity.
1. A *careless* boy. 2. A night. 3. The trees.
4. A judge.

II. By adding the syllable *ful* and often changing the spelling:

1. Play. 2. Hurt. 3. Cheer. 4. Health. 5. Fear. 6. Beauty.
1. A *playful* kitten. 2. A girl. 3. A calamity.
4. The lady.

III. By adding the syllable *ish* and often changing the spelling:

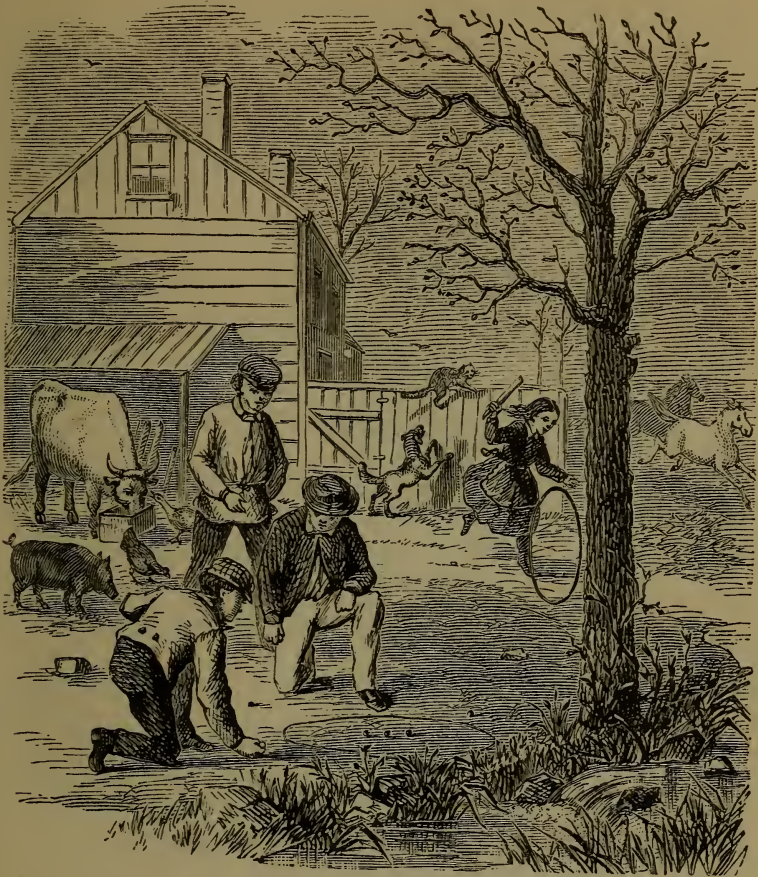
1. Boy. 2. Rogue. 3. Self. 4. Girl. 5. Fever. 6. Fop.
1. A *boyish* trick. 2. A fellow. 3. His manners.
4. A plan.



VERBS.

1. Look at these two pictures. What is the difference between them? In the picture on this page the boys are quiet; horses standing idle; bird sitting still on the tree; girl sitting on the ground, as still as the hoop lying by her side; dog, cat, pig, and geese asleep or dead—no appearance of *action*.

2. Here are boys, horses, a girl, a bird, a dog, and many other things—*nouns* enough certainly. They are *good* boys too, and *white* and *black* horses, a *little* dog, and



a *pretty* girl; so we have *adjectives* here also; but still the things are not *doing* any thing, not *acting*. What is the matter?

3. Now look at this picture. The boys *play*, the bird *flies* in the air, the horses *run*, and the little dog *barks* at the cat, which *scampers* up the wall as fast as she can go. The brook *flows* and *bubbles* along over the rocks, the little girl *rolls* her hoop, the tree *waves* its branches, the pig *roots* up the ground, the hen *scratches* for seeds, and even the old gander *hisses* at the ox, which *drinks* at the trough. Every thing seems to be *doing* something.

4. You have already learned that nouns tell us the *names* of things, and adjectives *describe* the nouns, or tell us what *kind* of things they are; but to tell what things *do*, or what *actions* they perform, we must have another kind of words. These words are *verbs*, and I will tell you about them in the next lesson.

LESSON V.

When I say, *The boy plays*, what do I use the word *plays* for?

To tell what the boy *does*.

What is the word which tells what a thing *does* called in grammar?

A VERB.

What then would you call *plays* in the sentence, *The boy plays*, and why?

Plays is a *verb*, because it tells what the boy *does*.

Flies is a word which tells what a bird does; what then is *flies*? What word will tell what a *dog* does?

A dog *barks*.

What then is *barks*?

Barks is a verb, because it tells what a dog *does*.

The bird *sings*. What is *sings*? Why? When I say, *The wind blows and the rain falls*, which words are verbs? Will you mention several things that a *horse* does?

A horse *runs*; a horse *draws* a cart; a horse *eats* hay; a horse *neighs*; and a horse sometimes *kicks*.

Which of these words tell the *acts* which the horse performs? What then are these words? *The man walks.* Which word is a verb here? Why? We say, *The horse has a mane; The horse looks strong.* Which of these words are verbs?

Has and *looks* are verbs.

Do these words express any *action* which the horse performs, like the other verbs which we have seen?

They do not.

For what purpose then are they used?

They show what *is said* of the horse.

The rose smells sweet. What is said of the rose here?

That it *smells* sweet.

What then is *smells*, and why?

Smells is a verb, because it tells what *is said* of the rose.

Do all verbs then express an action?

No; some verbs only show what *is said* of a thing.

In the sentence, *The lion roars*, what does the word *roars* do?

It tells what *is said* of the lion, as well as what he *does*; it is therefore a verb.

In the sentence, *The child sleeps*, what is the word *sleep* used for? What then is *sleeps*? Why?



Will you now define a *verb*?

A **verb** is a word which tells what a thing *does*, or what *is said* of it.

The gander hisses, and the ox drinks. What are *hisses* and *drinks*? Why? Will you give other examples of verbs?

The pig *squeals*; the girl *dances*; the dog *looks* cross; the apples *are* sour; I *own* a knife.

How many verbs can you find in the description of the picture on page 27?

LESSON VI.

What is a *verb*? How can you determine whether any word is a verb or not?

Put some noun before it; if it can tell what the thing *does*, or what *is said* of it, it is a verb.

Is *cries* a verb, and why?

Cries is a verb; because we may put a noun, as *child*, before it, and it can tell what the child *does*; thus, "The child *cries*."

Is *writes* a verb? Why? Is *talks* a verb? Why? Is *until* a verb?

Until is not a verb; because it can not tell what any thing *does*, or what *is said* of any thing.

Is *then* a verb? Why? Is *though* a verb? Why?

Which of these words are verbs: goes, learns, which, calls, but, if, shines? Why are they verbs? Which are not verbs? Why?

Write a verb telling what a *swan* does. One telling what a *cat* does. One telling something which is said of *grass*. One telling what *fire* does.

Write a noun, the name of an object in the picture, and a verb telling what it does. Do the same for the other two objects.

Is *barks* a verb? Why? What can *bark*? Is *after* a verb? Can anything *after*? Is *catch* a verb? Why?



How many verbs can you mention which tell what the fox does in the picture? Tell what the fox will do with the hen when he carries her to his den. What then is *eat*? What is *kill*? Why?

Write two verbs which will tell what the *boy* is doing. One telling what the *dog* is doing. Is it not a sly fox? Is *sly* a verb? What is *sly*? Why?

Write a verb telling something of *wind*. Two telling something of a *farmer*. Two telling something of a *soldier*.

Which of the following words are verbs: gives, sweet, tells, travels, swift, boat, into, sinks, water, deep, soon? Which are nouns? Why? Which are adjectives? Why? Which are neither nouns, adjectives, nor verbs?



Write an adjective describing the *man* in the picture, and a verb telling what he does. Write the same for the *monkey*.

LESSON VII.

Select the verbs among the following words: with, talks, him, reads, which, only, opens, hand, tells, unto, shines. Their first letters spell a verb which tells what a *horse* does. What is the verb?

The verbs are *talks, reads, opens, tells, shines*. The answer is TROTS.



The first letters of the following verbs tell what a *hog* does:

some, gives, every, roars, horse, understands, before, needs, ugly, by, tries, without, sees. What is the verb?

The first letters of the following verbs tell what *bad boys* do: shoots, slow, works, near, all, eats, whatever, no, asks, tree, receives, not. What is the verb?

The first letters of the following verbs tell what *silly girls* do: one, grieves, four, invents, home, gives, beautiful, her, gets, listen, often, pretty, enters, old. What is the verb?

Select the nouns and verbs among the following words: very, sleeps, it, boat, waits, organ, inquires, yard, nips, little, grinds, star. Their first letters, respectively, spell another *noun* and *verb* appropriate to each other. What is the sentence?



Select the adjectives, nouns, and verbs among the following words: sells, fool, lame, likes, angry, essence, eats, land, zealous, earns, liberty, young, prays, oath, says, wealth. Their first letters, respectively, spell

an *adjective*, a *noun*, and a *verb* which describe this picture.
What is the sentence?

EXERCISE 14.

Write appropriate verbs with the following nouns:

- | | | | |
|------------|-----------|------------------------------|----------------|
| 1. Wolf. | | EXAMPLE: Wolf <i>howls</i> . | |
| 2. Fire. | 6. Bird. | 10. Soldier. | 14. Merchant. |
| 3. Grass. | 7. Lady. | 11. Teacher. | 15. Army. |
| 4. Time. | 8. Night. | 12. Servant. | 16. Lightning. |
| 5. Clouds. | 9. Ox. | 13. Scholar. | 17. Thunder. |

EXERCISE 15.

Write appropriate nouns with the following verbs:

- | | | | |
|--------------|-------------|--------------------------------|-------------------------|
| 1. Whistles. | | EXAMPLE: <i>Wind</i> whistles. | |
| 2. Writes. | 5. Snarl. | 8. Swing. | 11. Patters. 14. Bites. |
| 3. Marches. | 6. Minds. | 9. Limp. | 12. Whisper. 15. Buzz. |
| 4. Works. | 7. Jingles. | 10. Melts. | 13. Kisses. 16. Mend. |

EXERCISE 16.

Name the verbs, and tell what nouns perform the action:

1. The cat *catches* mice.
2. The squirrel eats nuts and acorns.
3. The moon shines, and the stars twinkle.
4. The boy knocks the ball, and the dog brings it to him.
5. The horse kicked the pig, and the pig squealed.
6. A good pupil loves and obeys his teacher.
7. The lady sings and dances.
8. This scholar reads, spells, writes, ciphers, and studies grammar.
9. I went to the city and bought a new book.
10. Fishes swim in the sea, and ships sail upon it.
11. Sophie has a new dress, and she looks very pretty.
12. The boy rides the horse, and his dog follows on foot.
13. The water flows over the dam, and turns the millstone which grinds the wheat.

EXERCISE 17.

Put appropriate verbs in the following blank spaces:

1. The dog at the cat, and she upon the wall (The dog *barked* at the cat, and she *ran* upon the wall).
2. John into the house and the door.
3. The deer over the fence.
4. The hunter the fox.
5. The rat the cheese, but the

boy him in a trap. 6. The dog the boy, and the boy him for it. 7. My sister and upon the piano. 8. The farmer the ground and the wheat. 9. The fire the fuel and our food. 10. The sun in the east and in the west. 11. The old bird seeds and them to her young ones. 12. The lame man with a cane, which he in his right hand. 13. The woodman the trees which in the forest. 14. The boys at ball; one of them the ball, another it with his bat, and a third one it.

EXERCISE 18.

Put a noun in the first blank space, and an appropriate verb in the second:

1. The the squirrel (The *dog caught* the squirrel).
2. The little her hoop. 3. These their kites.
4. The into his hole. 5. This large sweet apples. 6. My in a brick house. 7. The wood in the forest, and the it home. 8. These blue coats. 9. in the sea, and in the air.

EXERCISE 19.

Select the verbs. Their first letters spell one of their number. Which is it?

1. Books, raise, few, more, enter, about, fade, the, omit, school, while, reform, pretty, our, make. The verbs are *raise, enter, fade, omit, reform, make*. The answer is REFORM.

2. Carry, noun, where, add, three, times, take, lovely, if, catch, any, hear, before.

3. Him, grinds, truly, inquire, gathers, willing, but, giggle, once, let, whose, exclaim.

4. Bravely, tells, each, agree, animals, wise, tattle, boys, and, teach, either, learn, good, things, earns.

5. Over, thinks, general, one, recites, army, opens, trots, tree, very, save, few.

6. Where, reckon, often, expel, paper, some, feel, if, explain, lamp, refer.

7. Please, life, so, rests, high, expects, bold, since, prepare, late, appears, runs, street, poor, enjoy.

8. Send, now, book, aids, forever, tries, wagon, invites, well, satisfy, find, likely, to, yields.

9. Gold, attends, fairly, treads, nigh, useful, throws, such, rise, for, elegant, attract, not, come, talk, behind.

10. Many, comes, great, owes, meets, what, now, make, sweet, few, enters, then, nibbles, grass, commence, again, soon, eat.

EXERCISE 20.

Select the adjectives, nouns, and verbs. Their first letters, respectively, spell an adjective, a noun, and a verb, appropriate to each other. Find the sentence thus formed.

1. They, street, beautiful, sit, never, hold, rich, idle, umbrella, intend, gay, neglects, before, heavy, expect, night, true, speak. The adjectives are *beautiful, rich, idle, gay, heavy, true*; the nouns are *street, umbrella, night*; the verbs are *sit, hold, intend, neglects, expect, speak*. The sentence is BRIGHT SUN SHINES.

2. What, clear, spills, which, needs, roguish, day, asks, oldest, rise, ounce, never, saucy, lend, grape, who, spoil, but, silly.

3. Great, see, to, slave, though, cup, odious, travel, heaven, you, oval, understand, oak, do, log, apron, dim, certainly, yawn, rogue, below, supper.

4. Across, knee, with, sore, nest, chew, homely, unites, and, angry, tremble, imp, raw, food, unless, shoot, on, engine, poor.

5. Give, loud, perhaps, honey, return, able, uses, without, officer, needs, zealous, think, gold, strike, youthful.

6. At, fig, weep, foolish, when, lily, accidental, improves, orange, twist, wood, idle, hide, elbow, rude, rope, enters, ship, receive.

7. Town, quickly, refuse, large, hill, owes, uncle, older, allow, then, ugly, negro, drunkard, rob, deep, excellence, shakes, room.

8. Leave, them, hot, curtain, ask, home, angelic, properly, ignorance, upsets, proud, grow, peevish, lemon, hate, yellow, shut, donkey.

9. There, women, kind, creep, ignorant, happen, owl, expects, nice, rabbit, dark, desk, extends, now, rides, shop.

10. Spend, innocent, uses, mankind, new, choose, dull, complains, ear, unsafe, sober, endures, thick, earns, rapid, noise, idle, old, digs, ugly, through, saucy.

11. Sea, bad, try, time, went, easy, inquire, nips, awful, alum, urgent, tall, keeps, idle, lets, fine, useful, rag, enter, limber, say.



ADVERBS.

1. See the two men walking in the picture. One is an old and lame man, the other is young and strong. They both walk, but they do not walk *alike*; the old man walks *slowly*, but the young man walks *rapidly*.

2. Here are several horses too; some of them trot *gently* along, while others go *swiftly*. The river flows *smoothly* and *quietly*, while the little brook runs *swiftly* and *noisily*. The sprightly squirrel upon the fence moves *nimbly* from post to post, while the old fat hog moves so *clumsily* that he seems about to tumble into the water.

3. So too the sun and moon both shine, but they do not shine in the same manner; the sun shines *brightly*, the moon shines *mildly*.

4. You have learned that nouns tell us the *names* of things, as *man* in the picture; that adjectives *describe* the things, as *old* and *lame* man, *young* and *strong* man; and that verbs tell us what the things *do*, as *walk*. Thus the old man walks, and the young man walks; but now we wish to tell *how* each one walks, and so we use another class of words; as, *slowly* and *rapidly*.

5. These new words will be the subject of your next lesson. They are called ADVERBS.

LESSON VIII.

When I say, *The old man walks slowly*, what do I use the word *slowly* for?

To tell *how* the old man walks.

To what word is *slowly* joined?

To the verb *walks*.

What does the word *adverb* mean?

Adverb means *joined* or *added* to a word.

What then would you call the word *slowly* in the sentence, *The old man walks slowly*, and why?

Slowly is an adverb, because it is *joined* to the verb *walks* to tell *how* the action is performed.

For what purpose are adverbs joined to verbs?

To *modify* their meaning.

What does *to modify* mean when applied to adverbs?

To tell the *manner*, *place*, *time*, or *degree* of a thing.

The little bird sings sweetly. Which word here expresses the *manner* in which the bird sings?

The word *sweetly*.

What then is *sweetly*, and why?

Sweetly is an adverb, because it is joined to the verb *sings* to *modify* its meaning.

The scholar studies diligently. What is *diligently*? Why? The river flows smoothly and quietly. Which are the adverbs here? Why? What do all these adverbs express?

They express *manner*.

Will you give other examples of adverbs expressing *manner*?

The teacher entered *quickly*; the scholar recites *promptly*; he slept *soundly*, and awoke *suddenly*.

When I say, *The woman walks there*, what does *there* express?

It tells *where* the woman walks.

What then is the word *there*?

There is an adverb, because it is joined to the verb *walks* to modify its meaning.

The old tower stands yonder. What is *yonder*? Why? What do these adverbs express?

They express *place*.

Give other examples of adverbs which express *place*.

He comes *here*; they went *away*; *where* is the boy?



When I say, *The man comes now; he comes often*; what do the words *now* and *often* express?

They express *time*.

What are these words?

Now and *often* are adverbs, because they modify the verb *comes*.

Give other examples of adverbs which express *time*.

He visits me *frequently*; I saw him *lately*; he *never* studies.

Mary is a very pretty girl. What is the word *very* used for here?

To tell *how* pretty Mary is, or in what *degree* she is pretty.

What then is *very*, and what does it modify?

Very is an adverb, and modifies the adjective *pretty*.

Give other examples of this kind.

This apple is *perfectly* ripe; my book is *almost* new; his coat is *too* old.

The horse runs quite rapidly. What is the word *quite* used for here?

To tell *how* rapidly the horse runs.

What is *quite*, and what does it modify?

Quite is an adverb, and modifies the adverb *rapidly*.

What then may an adverb modify besides a verb?

An adverb may sometimes modify an *adjective* or another *adverb*.

Will you give other examples of adverbs modifying other adverbs?

She writes *very* neatly; look *more* carefully; we ran *too* swiftly.

Will you now define an *adverb*?

An **adverb** is a word *joined to a verb, an adjective, or another adverb to modify its meaning.*

LESSON IX.

What is an *adverb*? How can you determine whether any word is an adverb or not?

Join it to some *verb, adjective, or adverb*, and see if it can *modify* its meaning.

Is *foolishly* an adverb, and why?

Foolishly is an adverb, because it can be used to modify a verb; thus, "He talks *foolishly*."

Is *playfully* an adverb? Why? Is *soon* an adverb? Why? Can you do any thing *soon*? Is *though* an adverb?

Though is not an adverb; because it can not be used to modify a verb, adjective, or adverb.

Is *with* an adverb? Why? Name an adverb which can modify the verb *shines*. Name two which can modify *speaks*. Name one which can modify the adjective *cold*. Name one which can modify the adverb *quickly*.

Name two adverbs modifying something done in the picture.



Which of these words are adverbs: gayly, from, if, swiftly, barks, soon, the, never, was, very, runs, boy, fast? Why are they adverbs? Which are not adverbs? Why?

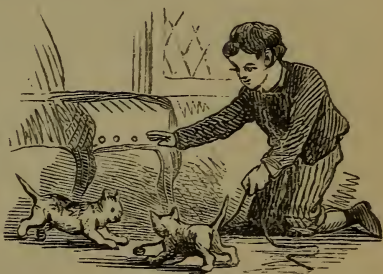
The first letters of the following adverbs spell another which will modify the verb *runs*: boys, fairly, some, again, rain, shortly, he, comes, truly. What is the adverb?

The adverbs are *fairly, again, shortly, truly*; and the adverb spelled is **FAST**.

The first letters of the following adverbs tell how you *recite*, I hope: unto, wisely, though, eagerly, and, play, lightly, been, luckily. What is the adverb?

The first letters of the following adverbs tell how you *do not behave*, I hope: him, brightly, can, if, anxiously, go, deeply, lazily, forget, old, youthfully. What is the adverb?

Select the adjectives, nouns, verbs, and adverbs among the following words: if, gently, king, long, idiot, see, idle, pass, ardently, with, tender, instantly, obeys, trumpet, tame, turkey, rides, empire, lame, name, easy, try, loosely, into, yonder, soul. Their first letters respectively spell an *adjective*, a *noun*, a *verb*, and an *adverb*, which put together form a sentence that describes this picture. What is the sentence?



EXERCISE 21.

Write appropriate adverbs with the following verbs:

- | | | | |
|-------------|------------------------------------|--------------|---------------|
| 1. Boasts. | EXAMPLE: He boasts <i>loudly</i> . | | |
| 2. Behaves. | 7. Sing. | 12. Escaped. | 17. Labors. |
| 3. Awake. | 8. Cries. | 13. Groans. | 18. Punishes. |
| 4. Call. | 9. Complains. | 14. Howl. | 19. Moans. |
| 5. Sighs. | 10. Forgets. | 15. Jabbers. | 20. Reads. |
| 6. Drives. | 11. Burns. | 16. Eats. | 21. Studies. |

EXERCISE 22.

Write appropriate verbs with the following adverbs:

- | | | | |
|---------------|--------------------------------------|----------------|-----------------|
| 1. Awkwardly. | EXAMPLE: He <i>dances</i> awkwardly. | | |
| 2. Ably. | 7. Beautifully. | 12. Carefully. | 17. Cheerfully. |
| 3. Playfully. | 8. Fairly. | 13. Greatly. | 18. Dimly. |
| 4. Sincerely. | 9. Politely. | 14. Fondly. | 19. Happily. |
| 5. Darkly. | 10. Soon. | 15. Often. | 20. Never. |
| 6. Sometimes. | 11. Aloft. | 16. Away. | 21. Far. |

EXERCISE 23.

Name the adverbs, and tell what verbs they modify:

1. He treated me *kindly*.
2. The horse galloped swiftly over the plain.
3. The wind blows violently, and it is very cold.
4. Your copy is written badly, but Jane's is written quite well.
5. Read slowly, and pronounce the words distinctly.
6. Study your lesson carefully till you understand it thoroughly.
7. If you write your words carelessly, you can not read them easily.
8. The cat steps softly, and springs suddenly upon the rat.
9. The dog barked furiously at the squirrel, which ran nimbly up a tree.
10. The pig moves lazily, but he eats greedily.
11. He visited me once, but he never came again.
12. The fox looked wistfully at the fat hen, and jumped eagerly toward the roost, but he fell violently to the ground, and hurt his leg severely.

EXERCISE 24.

Put appropriate adverbs in the following blank spaces:

1. The lady dances (The lady dances *gracefully*).
2. The ship sails over the lake.
3. They ran down the hill.
4. The sun shines
5. If you study , you will learn
6. You should treat every body
7. The soldiers fought and defeated the enemy.
8. Grace dresses and behaves
9. Speak your words and we shall understand them.
10. stands the church; we shall reach it
11. I slept all night.
12. It rained last night, and the streets are muddy.
13. Did you see peaches large as these?
14. The thief crept up to the house, opened the door , entered into the chamber, pocketed a gold watch, and then ran

EXERCISE 25.

Put a verb in the space marked 1, and an adverb in that marked 2:

1. The dog . . 1 . . . 2 . . at the beggar (The dog *barked fiercely* at the beggar).
2. The little bird . . 1 . . . 2 . .
3. The stars . . 1 . . . 2 . . in the night.
4. The little lambs . . 1 . . . 2 . . in the fields.
5. The snow . . 1 . . . 2 . . upon the ground.
6. The boys . . 1 . . . 2 . . over the ice, and sometimes they . . 1 . . . 2 . . and . . 1 . . themselves . . 2 . .
7. The balloon . . 1 . . . 2 . . into the air.
8. The scholar . . 1 . . his lesson . . 2 . ., and his teacher . . 1 . . him . . 2 . .
9. The watchmen . . 1 . . the thief . . 2 . ., and . . 1 . . his hands . . 2 . . with a rope.

EXERCISE 26.

Select the adverbs. Their first letters spell one of their number. Which is it?

1. Which, hardly, with, move, alike, come, richly, will, soon, find, harshly, but, lately, one, lonely, youthfully. The adverbs are *hardly, alike, richly, soon, harshly, lately, youthfully*. The answer is HARSHLY.

2. Youth, twice, instantly, noble, was, gently, though, here, gives, tightly, can, get, luckily, and, yet.

3. Go, aptly, life, greatly, we, commence, again, sure, inward, that, full, now, could.

4. Recently, lives, him, always, rarely, sees, eagerly, many, lightly, shall, yearly, through.

5. Agreeably, went, far, for, thrice, excellent, elsewhere, rightly, show, whence, few, afterward, roughly, they, earth, deeply, were, beautiful.

6. Study, aside, that, saucily, will, intensely, shines, cold, dimly, flies, earnestly.

7. Already, travels, kind, forth, remain, afar, what, they, rudely, tell.

8. You, lastly, might, ably, prove, somewhere, wind, happy, there, thought, lightly, find, youthfully.

9. Along, sings, them, peacefully, try, apart, care, really, any, time, therein.

10. Who, truly, call, once, common, generally, talk, easily, together, contain, here, hand, true, eagerly, loves, recently.

EXERCISE 27.

Select the adjectives, nouns, verbs, and adverbs. Their first letters, respectively, spell an adjective, a noun, a verb, and an adverb, which form an appropriate sentence. What is it?

1. Rainbow, safely, dark, mildly, finish, easy, often, instrument, openly, voice, earnest, let, eye, tenderly, obey, rope, hence, pretty, lazily, sand, wait, yearningly. The adjectives are *dark, easy, earnest, pretty*; the nouns are *rainbow, instrument, voice, eye, rope, sand*; the verbs are *finish, let, obey, wait*; the adverbs are *safely, mildly, often, openly, tenderly, hence, lazily, yearningly*. The sentence is DEEP RIVERS FLOW SMOOTHLY.

2. Deeply, sun, gentle, seem, instantly, church, lately, hero, tie, immediately, old, orphan, uphold, gallantly, lamp, ever, obedient, nearly, divide, tightly, arrow, dumb, lovingly, rogue, yearn, shame, yet, which.

3. Forget, brave, fun, rosy, letters, sometimes, organ, add, word, innocent, earth, oddly, great, dig, once, ruler, holy, now, enter, storm, thick.

4. Captain, there, kind, pass, onward, horn, let, gayly, incorrect, ivory, entirely, leather, neat, ask, truly, hither, duty, equally, rug, dizzy, recently, elegance, yields, noon.

5. Pride, consider, tipsy, lightly, observe, uncle, active, pork, again, meet, ripe, tamely, idleness, drowsy, limb, eat, eagerly, ship, young.

6. Gladly, scholar, swear, thin, angrily, home, loudly, lightly, ascend, angry, afterward, ignorance, never, poet, loud, twice, inquire, laughingly, lose, slave, youthfully, long.

7. Dear, finely, lisp, idle, gentleman, engage, instructor, lazy, abroad, impolite, ask, ribbon, green, roams, earnest, sweetly, lake, new, star, neighs, terribly, tiny.

8. Whale, vainly, do, innocently, vain, often, apple, amiable, alters, lazily, virgin, sly, excellently, seize, never, thick, thickly, luckily, ear, heave, snake, yet.

9. Friend, cling, now, robin, tall, idleness, heals, rough, eel, night, earnestly, darkness, unkind, sky, arrive, vividly, needs, health, govern, ever, iron, easy, explain, poetry, settle, richly.

10. Fondly, imperfect, servant, lay, mild, often, moral, owl, old, improve, rarely, ever, uncle, violently, rich, vanish, leaf, elegantly, tall, story, angry, explain, rudely, lazy.

EXERCISE 28.

Put a noun in the space marked 1, a verb in 2, and an adverb in 3:

1. The little ..1.. ..2.. ..3.. in the tree (The little *bird sings sweetly* in the tree).
2. This young ..1.. ..2.. ..3.. upon the piano.
3. Little ..1.. ..2.. candy ..3..
4. The ..1.. ..2.. ..3.. down the hill.
5. Sunshine and showers make the ..1.. ..2.. ..3..
6. The dog ..2.. ..3.. at the ..1..
7. The ..1.. ..2.. ..3.. upon the smooth iron track.
8. The ..1.. ..2.. ..3.. over the sea, and the ..1.. ..2.. ..3.. against the ..1..

EXERCISE 29.

Put an adjective in the space marked 1, a noun in 2, a verb in 3, and an adverb in 4:

1. The ..1.. ..2.. ..3.. his lesson ..4.. (The *good scholar studies* his lesson *diligently*).
2. My ..1.. ..2.. ..3.. ..4.. upon the piano.
3. The ..1.. ..2.. ..3.. ..4.. in the sky.
4. The ..1.. ..2.. ..3.. ..4.. with his cane, but the ..1.. ..2.. ..3.. ..4.. without one.
5. That ..1.. ..2.. ..3.. ..4..
6. The ..2.. ..3.. ..4.. down the ..1.. ..2..
7. The ..1.. ..2.. ..3.. ..4.. every day.
8. The ..1.. ..2.. ..3.. ..4..
9. ..1.. ..2.. ..3.. ..4..

LESSON X.

REVIEW.

How many kinds of words have you now learned, and what are they?

Four: *nouns, adjectives, verbs, and adverbs.*

What is a noun?

A **noun** is a *name* of any thing; as, *boy, horse, tree, Charles, London.*

What is an adjective?

An **adjective** is a word joined to a noun, to *describe* or *define* it; as, a *sweet* apple; a *tall* man; *many* horses.

Why do you call *apple*, *man*, and *horses* nouns, and *sweet*, *tall*, and *many* adjectives?

Because *apple*, *man*, and *horses* are *names* of things; and *sweet*, *tall*, and *many* are joined to them to *describe* or *define* them.

Give other examples of nouns with their adjectives.

Good boys; modest girls; fragrant flower; this year; some money.

What is a verb?

A **verb** is a word which tells what a thing *does*, or what *is said* of it; as, horses *run*; birds *sing*; grass *grows*.

Which words here are the verbs, and why?

Run, *sing*, and *grows* are verbs, because they tell what the things—horses, birds, and grass—*do*, or what *is said* of them.

Give an example of a noun with an adjective describing it, and a verb telling what it does.

Cross dogs bite; little birds sing; large ships sail; merry girls laugh.

What is an adverb?

An **adverb** is a word joined to a *verb*, an *adjective*, or another *adverb* to *modify* its meaning; as, pigs eat *greedily*.

Which word is the adverb here, and why?

Greedy is the adverb, because it is joined to the verb *eat* to modify its meaning.

Give other examples of the same kind.

Cats walk *softly*; soldiers fight *bravely*; gas burns *brightly*.

Will you now give examples of a noun with its adjective, a verb telling what it does, and an adverb modifying the verb, all together?

Little dogs bark *spitefully*; tall pines wave *gracefully*; kind words never die.

EXERCISE 30.

Tell what the italicized words are, and why:

1. The *moon* gives *light* by *night*.
2. The horses *run*, and *snort*, and *kick* up their heels.
3. *Black* bears, *fierce* wolves, and other *wild* animals live in the *thick* forest.
4. The hog walks *lazily*, grunts *gruffly*, and eats *greedily*.
5. The *stream turns* the wheel, the wheel turns the *heavy* stone, and the *stone grinds* the corn.
6. Farmers *plow* their *ground* in the spring.
7. The *good* shepherd *carefully* tends his sheep.
8. A *naughty* boy, who *climbed* his *neighbor's* apple-tree to steal apples, *fell* and *broke* his *leg*.
9. The squirrel ran *nimbly* up the tree, *picked off* a *nut* with his *sharp* teeth, and then *slipped swiftly* down again, and *scampered* away to his *hole* in an *old* log.
10. The earth is *round*, and like a ball
It *swings* amid the air;
The *deep blue* sky *surrounds* it all,
And *stars shine brightly* there.

EXERCISE 31.

Put a noun in the space marked 1, an adjective in 2, a verb in 3, and an adverb in 4:

1. How . . 4 . . the moon . . 3 . . (How *softly* the moon *shines*).
2. Good . . 1 . . . 3 . . their parents. 3. The ox . . 3 . . . 1 . .
4. The . . 1 . . tolls . . 4 . . 5. The . . 1 . . are very . . 2 . . since the

rain. 6. The ..2.. merchant ..3.. in a ..2.. house, and rides in a ..2.. ..1.. 7. Rain ..3.. the ..1.. and makes the grain ..3.. ..4.. 8. The night was very ..2.. and the poor ..1.. ..3.. his way. 9. The ..1.. ..3.. the money, and ..3.. away with it, while the ..1.. slept ..4.. 10. The ..2.. hen ..3.. her brood ..4.. under her ..1.. 11. The boys ..3.. their kite when the ..1.. ..3.. 12. This ..2.. girl has two ..2.. ..1.. in a ..2.. cage, and they ..3.. very ..4.. 13. Tall ..1.. from ..2.. acorns ..3.. 14. My ..2.. sister has ..2.. ..1.. and ..2.. eyes.

EXERCISE 32.

Write an adjective, a verb, and an adverb with each noun so as to make a sentence:

1. Girl. EXAMPLE: The *young* girl *spoke modestly*.
 2. Horse. 4. Squirrel. 6. River. 8. Ship. 10. Soldier.
 3. Stars. 5. Lambs. 7. Clouds. 9. Brook. 11. Children.

EXERCISE 33.

Write a noun, a verb, and an adverb with each adjective so as to make a sentence:

1. Dark. EXAMPLE: The dark *cloud* *rose slowly*.
 2. Bright. 4. Noble. 6. Wise. 8. Kind. 10. Idle.
 3. Lame. 5. Sick. 7. Honest. 9. Beautiful. 11. Industrious.

EXERCISE 34.

Write a noun, an adjective, and an adverb with each verb so as to make a sentence:

1. Works. EXAMPLE: The *old* farmer works *industriously*.
 2. Writes. 4. Bites. 6. Dances. 8. Flies. 10. Grows.
 3. Speaks. 5. Shine. 7. Sings. 9. Study. 11. Burns.

EXERCISE 35.

Write a noun, an adjective, and a verb with each adverb so as to make a sentence:

1. Valiantly. EXAMPLE: The *brave* army *fought* valiantly.
 2. Softly. 5. Sadly. 8. Neatly. 11. Never.
 3. Gracefully. 6. Gayly. 9. Pleasantly. 12. Again.
 4. Sweetly. 7. Nobly. 10. Often. 13. Now.



PRONOUNS.

1. We have now learned the four principal kinds of words; let us see if we can tell a story with them. We must use nouns for the *names* of things, you know; adjectives to tell what *kind* of things they are; verbs to tell what they *do*; and adverbs to tell the *manner*, *place*, or *time* in which they do any thing. Well let us try.

2. In the picture is Tom Day. Tom has a big hat on Tom's head, and a long cane with Tom. Tom is playing doctor.

3. There is a girl too with a doll. The girl fears the girl's doll is sick; so the girl shows the girl's doll to Dr. Tom, and Tom feels the doll's pulse.

4. Now this sounds very awkward, does n't it? Let us see if we can not improve it; thus:

5. In the picture is Tom Day. *He* has a big hat on *his* head, and a long cane with *him*. *He* is playing doctor.

6. There is a girl too with a doll. *She* fears *her* doll is sick; so *she* shows it to Dr. Tom, and *he* feels *its* pulse.

7. Do you not think this sounds better? Let us see what makes the difference.

8. You observe that in the fifth verse, instead of repeating the noun *Tom*, I use the little words *he*, *his*, and *him*. In the sixth verse for *girl* I use *she* and *her*, and for *doll*, *it*.

9. These little words are used for the nouns, and represent them. They are shorter to speak, and make our language sound much more agreeable.

10. These words are called PRONOUNS, and you will learn about them in your next lesson.

LESSON XI.

Mary has a book, and Mary is getting Mary's lesson. How can I tell this without repeating *Mary* so often?

Mary has a book, and *she* is getting *her* lesson.

What words have you used instead of *Mary*?

The words *she* and *her*.

What do these little words, *she* and *her*, stand for?

They stand for the noun *Mary*.

What does the word *pronoun* mean?

Pronoun means *for*, or in place of, a *noun*.

What then would you call these words *she* and *her*?

PRONOUNS.

Here comes Frank; Frank has Frank's dog with Frank. What words may I use instead of *Frank*?

The words *he*, *his*, and *him*; thus, Here comes Frank; *he* has *his* dog with *him*.



What then are the words *he*, *his*, and *him*, and why?

He, *his*, and *him* are pronouns, because they stand *for* the noun *Frank*.

Henry's sister loves him because he is kind to her. Which words here are pronouns? For what nouns do they stand?

I have a kite, but the kite has lost the kite's string. What word may I use to stand for *kite*?

The word *it*; thus, "I have a kite, but *it* has lost *its* string."

What then are the words *it* and *its*, and why?

Here is a slate, but it has no frame. For what noun does *it* stand?

The scholars are coming; the scholars have the scholars' books with the scholars. What words may I use here for *scholars*?

They, *their*, and *them*; thus, "The scholars are coming; *they* have *their* books with *them*."

Which words are pronouns here, and why?

They, *their*, and *them* are pronouns, because they stand for the noun *scholars*.

The old hen sits patiently upon her eggs until she hatches them. Point out the pronouns. For what nouns do they stand? Cats have sharp claws. What pronouns here? Why?

When I say, *Here*, *boys*; *you may take your books*; what are the words *you* and *your*, and why?

You and *your* are pronouns, because they stand for the noun *boys*, or the persons addressed.

When John says, *I have a new book; my teacher gave it to me; what are the words I, my, and me, and why?*

I, my, and me are pronouns, because they stand for the noun *John*, or the person speaking.

When a party of boys say, *We are going to see our cousin; come with us; what are the words we, our, and us, and why?*

We, our, and us are pronouns, because they stand for the noun *boys*, or the persons speaking.

Will you now define a pronoun?

A **pronoun** is a word which stands *for* a *noun*.

LESSON XII.

What is a *pronoun*? Name the pronouns in the following sentence: The workmen carry their dinners with them.

For what do pronouns stand?

Pronouns stand for nouns.

When I say, *Give me your book*, for what noun does the pronoun *your* stand?

It stands for the name of the person who is spoken to; thus (addressing John or any other person), “Give me *your* book.”

In the same sentence what noun does *me* stand for?

It stands for the name of the person speaking; thus, “Give *me* (James) your book.”

What then may you observe of the noun for which a pronoun stands?

The noun is often *understood*.

Name the pronouns in the following sentences: Here is Jane with her new carriage. She and her sister Alice are giving their cousin a ride in it. They want him to let the doll ride, but he seems to object. For what noun does *it* stand? For what *they*? For what *he*?

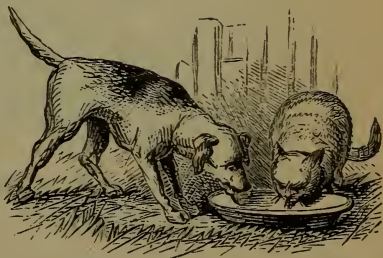


I have a new knife; my father bought it for me when we were in the city. For what noun does *it* stand? For what *me*? For what *we*?

Come with us, girls; we will wait for you. What is *us*? Why? For what noun does *it* stand? What is *we*? For what noun does *you* stand?

In the following blank spaces put pronouns standing for nouns represented in the picture:

Here is Tray with friend Tabby; are eating dinner. When there is not enough for both of lets eat as much as wants before touches



Will you now repeat all the pronouns which you have learned?

He, his, him; she, her; they, their, them; it, its; you, your; I, my, me; we, our, us.

EXERCISE 36.

Name the pronouns and the nouns for which they stand:

1. The dog barked at the boy, and bit *him*.
2. This little girl has a pet bird, and she loves it dearly.
3. She feeds the bird, and it sings for her.
4. James asked his father to lend him his knife.
5. These boys are going to fish; they have their hooks and lines,

and carry their dinner with them. 6. Grace has a new hat, but it is too small for her. 7. The ox is not swift, but he is strong. 8. The old cat saw a bird, and jumped after it, but she missed her aim, and did not catch it. 9. The squirrel is fond of nuts; he climbs the tree, picks them from its limbs, and lays them up in his hole for winter. 10. We love our pupils, and they love us.

EXERCISE 37.

Put a pronoun in each of the blank spaces:

1. The old cat caught a bird and killed (The old cat caught a bird and killed *it*). 2. The mouse bit the boy's finger, and let go. 3. The boy worried the cat, and scratched with sharp claws. 4. The horse is a noble animal, and should treat kindly when is old. 5. Tell sister want to come and see 6. . . . parents nourished when were young, and should cherish when are old. 7. Good scholars obey teachers, and teachers love 8. If meet the boys, tell am waiting for

EXERCISE 38.

Put a noun in the space marked 1, and a pronoun representing it in 2:

1. The dog ran after the ..1.. and worried ..2.. (The dog ran after the *cat* and worried *her*). 2. The waves dashed against the ..1.. and ..2.. sank. 3. This ..1.. has a fine ..1.. and ..2.. rides in ..2.. 4. ..1.. has a little ..1.. and ..2.. loves ..2.. dearly. 5. These ..1.. have caught some ..1.. and ..2.. are carrying ..2.. home. 6. The tall ..1.. waves ..2.. branches in the wind. 7. The blind ..1.. is led by ..2.. little daughter, who is very kind to ..2.. 8. These ..1.. have been grazing, and now ..2.. are lying down and chewing ..2.. cuds.

EXERCISE 39.

Write a sentence with each of these pronouns, using a noun to which it may refer:

1. She.	EXAMPLE: That girl is Minnie Carrol; <i>she</i> is my cousin.			
2. His.	5. It.	8. I.	11. We.	14. Our.
3. Me.	6. Him.	9. They.	12. Your.	15. Us.
4. He.	7. Her.	10. You.	13. Them.	16. My.



PREPOSITIONS.

1. See these men rowing *in* a boat. There is a pond, and *by* the pond are some boys, who throw stones *at* the frogs. One frog sits *upon* a stump, another leaps *into* the water. *In* the distance a horse jumps *over* the fence, while the lazy pig crawls *through* it *into* the field. A big dog sits *on* the log, and a squirrel crouches slyly *under* it.

2. The men row the boat *with* their long oars, and it comes rapidly *toward* the shore.

3. The sun sets *behind* the mountain, and a dark cloud floats *above* it.

4. Now what are these little words, *in, by, at, upon, with, toward, etc.*, which I have used? They are not nouns, for they are not *names* of things; they are not verbs, for they do not tell us what things *do*; nor yet are they adjectives, adverbs, or pronouns. Let us see what they are used for.

5. "A big dog sits *on* the log." The word *on* is used to show the *relation*, or connection, between the dog's *sitting* and the *log*; as, he sits *on* the log; not *under* it, nor *beside* it. "The men row *in* a boat." The word *in* shows the *relation* between the men's *rowing* and the *boat*. And so of all the others; they are used to show some *relation* between a verb and some other word in connection with which the act of the verb takes place.

6. These little words are PREPOSITIONS. They will be presented in the next lesson.

LESSON XIII.

When I say, *The frog sits upon the stump*, for what purpose do I use the word *upon*?

To show the *relation* between the frog's *sitting* and the *stump*.

Where is it placed?

It is placed before the noun *stump* to connect it with the other related word, *sits*.

What does the word *preposition* mean?

Preposition means *placed before*.

What then may we call such words as *upon*, and why?

Prepositions, because they are *placed before* words to show their *relation* to some words preceding.

Suppose I say, *The frog sits under the stump*; what is *under*, and why?

Under is a preposition, because it is placed before *stump* to show its relation to the verb *sits*.

Can you name any other *relation* in which the frog might sit in reference to the stump?

Yes; he might sit *before* the stump, *behind* the stump, *beside* the stump, *upon* the stump.

Are these words, *before*, *behind*, *beside*, and *upon*, also prepositions?

Before, *behind*, *beside*, and *upon* are prepositions, because they show the relation between *sit* and *stump*.

The horse jumps over the fence. Does *over* show the relation between any words here? What then is *over*?

The pig crawls through the fence? What is *through*? Why?

The boys throw stones at the frog. What preposition here, and why?

At is a preposition, and shows the relation between *throw* and *frog*.

The rain falls from the clouds upon the earth. What is *from*? Why? What is *upon*?

Between what words does *upon* show the relation?

Upon shows the relation between *falls* and *earth*, because the rain *falls* upon the *earth*.

Will you now define a *preposition*?

A **preposition** is a word *placed before* a noun or pronoun to show the *relation* between it and some other word.

LESSON XIV.

What does *preposition* mean? What is a *preposition*?
In the sentence, *The boys sail upon the pond*, what is *upon*?
What takes place upon the pond?

Sail upon the pond.

Sail upon *what*?

Upon the *pond*.

What then are the words between
which *upon* shows the relation?

Sail and *pond*.



The boy pushes the boat off with a pole. What is *with*?
Between what words does it show the relation?

The sun sets behind the mountain, and the clouds float
above the mountain. Which words are prepositions here?
Between what words do they show the relation?

Name two prepositions which may show the relation
between *sit* and *fire*.

We sit *around* the fire; we sit *beside* the fire.

Name a preposition showing the relation between *write*
and *pen*. Name two words between which *across* may show
the relation.

He *swam* across the *stream*.

Name two words between which
against may show the relation.

The boys climb the tree after
apples. What is *after* here?

Write another sentence about
the picture containing the prepo-
sition *under*. Write one containing the preposition *on*.
One containing *with*. One containing *into*. One contain-
ing *up*. One containing *of*.



EXERCISE 40.

Name the prepositions and the words between which they show the relation:

1. The cat climbed *up* the wall.
2. The boys slide down the hill upon their sleds.
3. The little girl sits on a stool by the fire.
4. John knocked the ball through the window.
5. The pig crawled under the fence into the field.
6. The carriage passed over the bridge which extends across the river.
7. There is no rose without a thorn.
8. I bought the book which is in my desk for a dollar.
9. The church stands at the foot of the street.
10. The boys wandered along the borders of the forest, looking for berries.
11. Charles sits beside me on the same bench.
12. The waves dash against the ship with great violence.

EXERCISE 41.

Put appropriate prepositions in the following blank spaces:

1. The book lies the desk (The book lies *upon* the desk).
2. The woodman cut his foot an ax.
3. The stars are the clouds.
4. There is a bird's nest that tree, almost hidden the leaves.
5. This street extends the river the park.
6. The cars are driven steam the iron track.
7. . . . the hill rushed the carriage.
8. My house stands the church and the river.
9. The squirrel slipped a log to get away the dog.
10. James bought six oranges the store, and divided them his sisters.
11. . . . the tough shell the nut lies a sweet kernel.
12. The river flows the lake, the valley, the dam, the bridge, the ocean.

EXERCISE 42.

Supply appropriate words between which the prepositions may show the relation:

1. The river into the (The river *flows* into the *lake*).
2. The lamp upon the
3. The old hen on her
4. The boy up the after some
5. Charles his orange between his two
6. John his ball through the into the
7. Boys down the upon their
8. He with until
9. Down the so swift I, over the and over the
10. The horse over

the 11. The frog on a; the boys stones at, and he into the 12. The dog at the, and the traveler him with his

EXERCISE 43.

Write a sentence, using each preposition, with appropriate words between which it may show the relation:

- | | | | |
|-----------|---|------------|-------------|
| 1. About. | EXAMPLE: The boys lingered <i>about</i> the door. | | |
| 2. Over. | 5. Amidst. | 8. Beyond. | 11. Of |
| 3. Upon. | 6. Round. | 9. Among. | 12. After. |
| 4. From. | 7. During. | 10. With. | 13. Behind. |

EXERCISE 44.

Select all the classes of words you have yet learned. The first letters of each word, taken in order, spell another of the same class as itself, and these words rightly arranged form a sentence full of wisdom. What is the sentence? Arrange the letters under their respective classes as follows:

VERB, PRONOUN, NOUN, ADVERB, PREPOSITION, ADJECTIVE, NOUN.

1. The eager crowd rushed into the room. 2. The active enemy nearly entrapped the army. 3. The royal troops met their opponents near the large river. 4. The youth entered and openly met the officer. 5. He beat the young urchin and exposed the trick. 6. Regard well your health.

LIST OF PREPOSITIONS.

About	Among	Beside	From	Round	Until
Above	Around	Between	In	Since	Unto
Across	At	Beyond	Into	Through	Up
After	Before	By	Of	Till	Upon
Against	Behind	Down	On	To	With
Along	Below	During	Over	Toward	Within
Amidst	Beneath	For	Past	Under	Without



CONJUNCTIONS.

1. What a funny team this is: a horse *and* an ox drawing a cart together!

2. Here is another team too; a boy *and* girl are drawing a little wagon. On the left you see a man *and* a boy; the man works, *but* the boy plays. The boy would work *if* he was large enough, *because* he likes to help his father.

3. Does that large tree bear apples *or* pears? I think they are apples, *although* they look like pears.

4. The old hen shelters her chickens under her wings *while* it rains, *for* they would get very wet *and* cold *unless* they were covered by her warm feathers.

5. Do you see any new words here? What is that little

word *and* in the first line? We must see what it is used for before we can tell what it is.

6. I might say, "A horse is drawing a cart, an ox is drawing a cart;" but when I wish to show that they are both together drawing the cart I use this new word *and* to *join* them together; thus, "A horse *and* an ox are drawing a cart."

7. So I might say, "The hen shelters her chickens, it rains;" but if I wish to show that these two events take place in connection, I use the word *while* between the two groups of words to *connect* them together; thus, "The hen shelters her chickens *while* it rains."

8. Thus we see that these new words, *and*, *while*, *but*, *if*, and some others, are used to *join together* words and groups of words to show that they are to be considered in connection.

9. These words will be the subject of your next lesson. They are called CONJUNCTIONS.

LESSON XV.

When I say, *The horse and ox draw the cart*, for what purpose is the word *and* used?

To connect the words *horse* and *ox*, and show that they are considered together.

What does the word *conjunction* mean?

Conjunction means *joining together*.

What then may we call *and* in the above sentence, and why?

And is a conjunction, because it is used to *join together* the words *horse* and *ox*.

The horse and colt are in the pasture. What is *and* here, and why?

When I say, *James or John will come*, for what is the word *or* used?

To connect *James* and *John*, and show that they are considered together in the assertion.

What then is *or* in this sentence?

Or is a conjunction, because it is used to connect the words *James* and *John*.

The girl sings and plays. Is *and* a conjunction here?

And is a conjunction; it connects the verbs *sings* and *plays*, and shows that the acts are performed by the same person.

I visited my cousin and her friend yesterday. What does *and* connect here?

Do conjunctions always connect *single words* only?

No; they sometimes connect *groups of words*.

The river flows through the valley and under the bridge. What does *and* connect here?

It connects the *groups* of words, *through the valley* and *under the bridge*.

She is loved because she is amiable. What is *because*?

Because is a conjunction; it connects the groups of words, *She is loved* and *she is amiable*.

The boy cracks his whip, and the dogs run. What is *and*? What does it connect?

The dust flies, but the boy is not afraid. What conjunction here? What does it connect?



Will you now define a *conjunction*?

A **conjunction** is a word used to *connect* single *words* or *groups* of *words* which are to be considered together.

LESSON XVI.

What does *conjunction* mean? What is a *conjunction*?

James has grown since I saw him last. Which word is a conjunction here? Why? Does it connect single words or groups of words? Which are they?

Mary or her cousin will come. Does *or* connect single words or groups of words?

It connects single words, viz., *Mary* and *cousin*.

Give an example of *or* connecting groups of words.

He travels *by railroad* or *in his private carriage*.

Give an example of *and* connecting single words; connecting groups of words.

Write a sentence about the picture containing the conjunction *and*. One containing *but*. One containing *because*. One containing *if*.



The train started before we arrived. What is *before*? What does it connect? Though he is young, he reads well. What does the conjunction *though* connect?

The sentence means, *He reads well, though he is young*; hence *though* connects the two groups, *he reads well* and *he is young*.

If you are studious, you will excel. What does *if* connect?

The wheel turns while the wind blows. What takes place while the wind blows?

The wheel turns.

The wheel turns while
what?

While *the wind blows*.

What then does the conjunction *while* connect?

The wheel has long arms and white sails. What is *and*? What does it connect?



The wheel does not turn unless the wind blows. What is *unless*? Why? What does it connect?

The wheel turns, if the wind blows. What is *if*? If the wind blows, the wheel turns. Does this sentence mean the same as before? What then does *if* connect here?

The wind blows, but the wheel does not turn. What is *but*? What does it connect?

Though the wind blows, the wheel does not turn. What does *though* connect?

The wheel turns because the wind blows. What is *because*? Why?

The wind blows, therefore the wheel turns. What is *therefore*? Why?

The wheel does not turn until the wind blows. What is *until*? Why?

Will you now repeat the conjunctions which you have learned?

And, but, if, because, before, or, for, since, while, unless, until, although, though, that, than, therefore.

EXERCISE 45.

Name the conjunctions and the words or groups of words which they connect:

1. The horse *and* cow are in the pasture. 2. The dog or the cat tipped over the chair. 3. Are you going to the city or to the country? 4. James learns fast, because he studies diligently. 5. He did not observe me, for it was quite dark. 6. I shall go home to-morrow unless it rains. 7. I will go since you desire it. 8. I was intending to go, but it rained, and I was obliged to remain at home. 9. Although he is young, he is very learned. 10. This young lady desires to attract attention and to be admired. 11. The cow gives us milk and the sheep gives us wool. 12. The brook, dashing down the cliffs and bubbling over the rocks, makes a great noise.

EXERCISE 46.

Put appropriate conjunctions in the blank spaces:

1. He walks with a cane he is lame (He walks with a cane *because* he is lame). 2. Is that Charles John? 3. You will become learned you study. 4. Washington was a great good man. 5. Arnold was a brave general, not a patriot. 6. You can not become learned you study. 7. William is more studious his brother is. 8. The general heard the enemy were near, he prepared for battle. 9. I do not know it will rain snow. 10. . . . you are industrious, you will prosper. 11. He was rich, he was not happy. 12. You he may go, I must stay.

EXERCISE 47.

Write sentences with the nouns and conjunctions as indicated below:

- | | |
|---|---|
| 1. About <i>horse</i> with <i>and</i> . | Ex.: The <i>horse</i> eats hay <i>and</i> corn. |
| 2. " <i>cow</i> " <i>and</i> . | 8. About <i>tree</i> with <i>as</i> . |
| 3. " <i>dog</i> " <i>because</i> . | 9. " <i>stars</i> " <i>than</i> . |
| 4. " <i>man</i> " <i>if</i> . | 10. " <i>girl</i> " <i>unless</i> . |
| 5. " <i>boy</i> " <i>or</i> . | 11. " <i>flowers</i> " <i>for</i> . |
| 6. " <i>soldier</i> " <i>yet</i> . | 12. " <i>ocean</i> " <i>since</i> . |
| 7. " <i>ship</i> " <i>but</i> . | 13. " <i>river</i> " <i>that</i> . |



INTERJECTIONS.

1. "O Frank!" says his sister Clara, "just see this pretty bird's nest. *Hush!* The old bird is on the nest; do not let us frighten her. *Ha!* she has flown!"

2. See that little boy running and shouting after the others. "*Halloo!*" says he, "wait for me."

3. Here is a school-house, and the school is just dismissed. See the boys rushing out of the door. "*Hurrah!*" they shout, "it is holiday, and we will have some fun."

4. There on the veranda is Carrie Elwood, showing her

new doll to her big brother Tom. "*Poh!*" says Tom, "what do I care for a doll?"

5. On the other side of the picture is a different scene. This lady is weeping at the grave of her son. "*Alas!*" she says, "my son is dead. *Ah* me! what shall I do?"

6. Here are some curious words, which are quite unlike any that you have yet learned: *O! ha! hurrah! poh! alas! ah!* Let us see what they are used for.

7. Little Clara sees a pretty bird's nest, and calls out in her surprise, "*O Frank!*" The school-boys, glad of a holiday, shout "*Hurrah!*" Big Tom Elwood says, "*Poh!*" in his contempt for little Carrie's doll; and the weeping lady says, "*Alas!*" in sorrow for her son.

8. Thus we see that these words are used to show some sudden *feeling* of surprise, of pleasure, of scorn, or of pain.

9. These words are called INTERJECTIONS; they will be the subject of your next lesson.

LESSON XVII.

When a little girl calls out, *O Frank! just see this pretty bird's nest*, for what purpose does she use the word *O*?

To express a sudden *feeling* of *surprise*.

When the school-boys shout, *Hurrah! we have a holiday*, why do they use the word *hurrah*?

To express their *feeling* of *pleasure*.

Have these words, *O*, *hurrah*, any connection with the other words of the sentence?

No; they are merely *thrown in* to show the *feelings* of the speaker.

What does the word *interjection* mean?

Interjection means *thrown in* or *between*.

Since then these words, such as *O* and *hurrah*, are merely *thrown into* the sentence, without any grammatical connection with the other words, what may we call them?

INTERJECTIONS.

My bird is dead; alas! I can not play! What is *alas*?

Alas is an *interjection*, because it is *thrown into* the sentence to express a *feeling of grief*.

When I say, *Pshaw!* I am not afraid of a puppy, what does *pshaw* express?

It expresses a *feeling of contempt*.

What then is it?

Oh! how cold I am!

What is *oh*? Why?

What feeling does it express?



By what sign may an interjection generally be known?

By the *exclamation point* (!) after it; as, *Oh! ah! alas!*

Will you now define an *interjection*?

An **interjection** is a word *thrown into* a sentence to express some *feeling* or *emotion*, and unconnected with the other words.

Is *fie* an interjection? What feeling does it express? Give a sentence showing its use?

Fie! I do not believe a word of it.

Write a sentence about the picture containing the interjection *O!* One containing *bravo!* One containing *halloo!* One containing *ha! ha!*

Will you repeat the list of interjections

O! oh! ah! alas! ho! ha! poh! pshaw! hurrah!
halloo! huzza! hush! hist! hail! fie! bah! ahem!
bravo! adieu!

EXERCISE 48.

Name the interjections in the following sentences.

1. *Ah!* I shall never see my friend again. 2. My little bird is dead, alas! 3. Halloo! boys, wait for me. 4. O pshaw! I am too busy for such trifles. 5. Bravo! my boy; try it again. 6. I hear the deer coming, hist! 7. Poh! Tom, don't be afraid of a puppy. 8. O fudge! that is all nonsense. 9. Aha! old fellow, you are caught at last. 10. A politician. Bah! I thought as much.

EXERCISE 49.

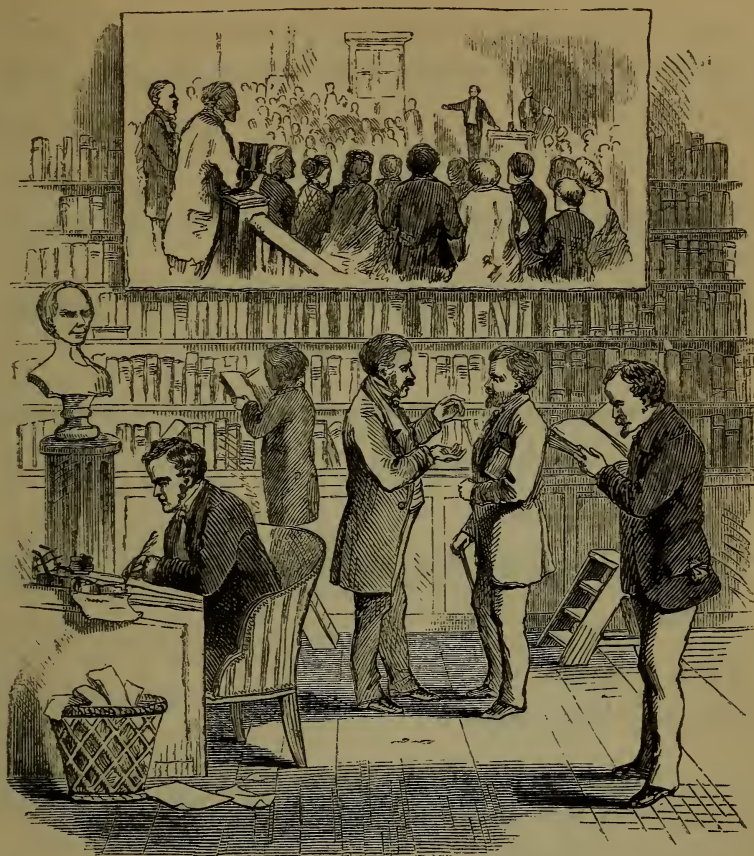
Put appropriate interjections in the blank spaces:

1.! boys, the circus is coming (*Hurrah!* boys, the circus is coming). 2. My poor boy is dead,! I shall never see him more. 3.! I don't believe a word of it. 4. Are you going to leave now? Well,! 5.! I hear the robbers coming. 6. me! what shall I do? 7.! my friend, I am glad to see you. 8. So you are going to Europe? 9.! who is afraid of a shadow? 10.! there; what are you about?

EXERCISE 50.

Write a sentence containing each of the following interjections:

- | | |
|-----------|---|
| 1. Whew! | EXAMPLE: <i>Whew!</i> how the wind blows! |
| 2. Ah! | 4. Oh! |
| 6. Alas! | 8. Fudge! |
| 10. Poh! | 12. Hush! |
| 3. Ho! | 5. Fie! |
| 7. Hail! | 9. Bravo! |
| 11. Hist! | 13. Adieu! |



PARTS OF SPEECH.

1. You have now learned all the kinds of words that make up our language. Every word you use in talking to one another, every word you hear, and every word you read in books belongs to one of the eight classes of words which you have just been studying. *Speech*, you know, is *spoken language*; and as language was spoken before it was written, these eight classes of words are called PARTS OF SPEECH.

2. Of these classes the nouns and verbs are the most numerous and important; the adjectives and adverbs are

the next; while the pronouns, prepositions, conjunctions, and interjections are mostly small words, and are few in number.

LESSON XVIII.

How many classes of words have you now learned, and what are they?

Eight; the *noun*, *adjective*, *verb*, *adverb*, *pronoun*, *preposition*, *conjunction*, and *interjection*.

Of how many kinds of words is our language composed?

Of these eight classes.

What is *language*?

The *words* which we make use of in *speaking* or *writing*.

What is *speech*?

Spoken language.

Since language was first spoken before it was written, what may we call these several classes of words?

PARTS OF SPEECH.

How many *parts of speech* then has our language, and what are they?

Eight; *noun*, *adjective*, *verb*, *adverb*, *pronoun*, *preposition*, *conjunction*, *interjection*.

What is a *noun*?

A **noun** is the *name* of a person, place or thing.

Give examples of nouns.

Man, queen, Mary, city, field, horse, tree.

What is an adjective?

An **adjective** is a word *joined to* a noun to *describe* or *define* it.

Give examples of adjectives.

Bright, tall, red, soft, fragrant, industrious.

Give examples of nouns and adjectives describing them.

Bright stars; *soft* peaches; *fragrant* flowers.

What is a verb?

A **verb** is a word which tells what a thing *does*, or what *is said* of it.

Give examples of verbs.

Walks, speaks, jumps, strikes, shines, looks.

Will you give examples of nouns with their verbs?

Man *walks*; stars *shine*; grass *grows*.

What is an adverb?

An **adverb** is a word *joined to* a verb, an adjective, or another adverb to *modify* its meaning.

Give examples of adverbs.

Swiftly, kindly, gracefully, frequently, soon, never.

Will you give examples illustrating the use of adverbs?

Runs *swiftly*; sings *sweetly*; *very* good; *more* frequently.

What is a pronoun?

A **pronoun** is a word standing *for*, or instead of, a *noun*.

Give examples of pronouns.

He, his, him; she, they, them; I, me, you.

Will you give an example illustrating the use of the pronoun?

The boy promised that *he* (*i. e.*, the boy) would come.

What is a preposition?

A **preposition** is a word *placed before* a noun or pronoun to show the *relation* between it and some other word.

Give examples of prepositions.

At, with, from, by, on, under, through.

Will you give an example illustrating the use of prepositions?

I live *in* the country. Here the preposition *in* shows the relation between *live* and *country*.

What is a conjunction?

A **conjunction** is a word used to *connect* single words or groups of words which are to be considered together.

Give examples of conjunctions.

And, if, but, because, though, unless.

Will you give an example illustrating the use of conjunctions?

The horse *and* ox drink at the trough. He stays at home *because* he is sick. Here *and* connects the words *horse* and *ox*, and *because* connects the groups *he stays at home* and *he is sick*.

What is an interjection?

An **interjection** is a word *thrown into* a sentence to express some *feeling* or *emotion*, and unconnected with the other words.

Give examples of interjections.

O! ah! alas! pshaw! fie! hail!

Will you give an example illustrating the use of interjections?

My father is dead; *alas!* what shall I do? Here the interjection *alas* is thrown into the sentence to express a feeling of grief.

EXERCISE 51.

What part of speech is each of the italicized words below?

1. Birds *build* their nests in the trees.
2. Ships *sail* upon the ocean.
3. Flowers *bloom* in the meadows *and* on the hills.
4. The lion *springs* suddenly upon his prey.
5. The tall oak *grew* slowly from a little acorn.
6. I remained at home *because* it rained.
7. Washington was *great* and *good*, *therefore* his name is honored.
8. Alexander *conquered* the world.
9. This boy *goes* to school, but *he* does not *study*.
10. Charles's father loaned *him* his knife.
11. Mary sings and *plays* finely.
12. *If* you are *industrious*, you will *doubtless* become *rich*.
13. *My* teacher *gave* me a new book.
14. The old cat *catches* mice, and eats *them*.
15. He fell *from* the tree, and *broke* his leg.
16. *Ah!* yes; the flowers are *bright* and *fair*; but I, *alas!* am *blind*.
17. I shall go to the *city* to-morrow *unless* it rains.
18. The wind *whirled* the dry leaves *into* the air.
19. The pig crawled *under* the fence, *but* the horse jumped *over* it.
20. *Many* beautiful flowers grow *wild* in the *fields*.
21. Fishes *swim* in the sea, *but* birds *fly* in the air.
22. The *night* was very dark, *for* thick clouds obscured the moon.
23. The enemy is routed. *Huzza!* the day is *ours!*



CLASSES OF NOUNS.

1. You have three sisters at play in the yard. If I say to you, "Go and tell your sister to come here;" you do not know whom to call, because you have more than *one* sister. If I say, "Tell *Mary* to come," you know whom I mean, and can call her without hesitation.

2. Now *sister* is a noun, and so is *Mary*, because they are both names, but the name *sister* is *common* to all three of the girls, while the name *Mary* belongs to but *one* of them.

3. Suppose you meet a party of boys, and do not know the names of any of them; what do you say when you wish to call one of them? You can only say, "Halloo, boy!" or "Come here, boy;" and the boys, of course, do not know whom you mean, because *boy* is a name *common* to all of them. But if you say, "Halloo! *James*, come here," why then *James* comes, because *James* is his *proper* name, and does not belong to all of the party, like the common name *boy*.

4. So you see there are two CLASSES OF NOUNS. One class denotes persons, places, and things in *general*; as, *girl*,

city, dog: the other denotes *particular* persons, places, and things; as, *Mary, London, Beppo*.

LESSON XIX.

COMMON AND PROPER NOUNS.

If you have several sisters, and I say, *Tell your sister to come here*, do you know whom to call?

No; because I have more than *one* sister.

If I say, *Tell Mary to come here*, you know whom I mean. Why?

Because I have but *one* sister *Mary*.

What does *common* mean?

Common means *general*, or belonging to *more than one*.

What does *proper* mean?

Proper means *one's own*, or belonging to *only one*.

What kind of a noun then would you call *sister*?

Sister is a common noun, because it is a *general* name, belonging to more than one.

What kind of a noun is *Mary*?

Mary is a proper noun, because it belongs to a *particular* person.

When I say, *I live in a city*, do you know where I live?

I do not; because there are a great many cities.

When I say, *I live in Washington*, do you know where I live?

Yes; because *Washington* is the name of a *particular* city.

What kind of nouns are *city* and *Washington*?

City is a common noun, because it is a *general* name; and *Washington* is a proper noun, because it is a *particular* name.

Will you now define a *common noun*?

A **common noun** is a *general* name, belonging to all objects of the same class.

Will you define a *proper noun*?

A **proper noun** is a *particular* name, belonging to an individual object.

Give examples of common nouns.

Girl, brother, man, city, country, mountain.

Give examples of proper nouns.

Lucy, Robert, Bonaparte, Paris, Europe, Sinai.

What two classes of nouns are there?

Common nouns and *proper nouns*.

Mention two proper nouns, names of *boys*. Two, names of *girls*. Two, names of *rivers*.

Name the proper nouns among the following words: See this little boy James with his dog Max. How Tabby puts up her back at them!

When you speak of boys of your acquaintance how do you distinguish them from one another?



By their proper names, Henry, Thomas, Charles, etc.

What kind of nouns are these? What then are proper nouns used for?

With what kind of letters should all proper nouns begin?

With *capital letters*.

Correct the errors in the following sentences: Here are frank and his sister ida. Their dog tray is with them. frank was nine years old last june, and ida will be eight in september. They are going to visit their uncle scott, who lives in trenton.

George Washington was born in Virginia. What is *George Washington*?

George Washington is a proper noun.

What can you observe of such names?

Two or more words used as parts of one name form one noun; as, John Smith, Clara Jane Wood.

In the sentence, *Cicero was a great orator*, what is *Cicero*? Why? When I say, *This boy will become a Cicero*, what kind of a noun is *Cicero*?

Cicero is a common noun here.

When may a proper noun become common?

A proper noun becomes *common* when it is not used to name the *individual* to which it belongs, but is made to include others as a class; as, "The nation had no *Washington* to lead its armies;" "We have a *Carrie* in our family."

When I say, *A park in a city is a pleasant place*, what is *park*? Why? When I say, *I visited the Park to-day*, what kind of a noun is *Park* here?

Park is here a proper noun.

When may a common noun become proper?

A common noun becomes *proper* when it is used to name a *particular* object, and does not include others of the class; as, Have you seen the *Cave*? We visited the *Exchange*.



EXERCISE 52.

Tell which nouns are common and which proper:

1. John Smith and his sister Mary go to school. 2. Paris, the capital of France, is a beautiful city. 3. The poet Homer wrote the Iliad. 4. Cain was the first son of Adam, and he slew his brother Abel. 5. My father went to Louisville in the steamer Swallow. 6. The Bible is the best of all books, because God is its author. 7. Service was held in the Cathedral on Sunday.

EXERCISE 53.

Put a proper noun in the space marked 1, and a common noun in 2:

1. . . 1. . . is taller than his . . 2. . . (*James* is taller than his brother). 2. Here is . . 1. . . at play with her . . 2. . . 3. . . 1. . . is a good . . 2. . . 4. Your . . 2. 1. . . barked at the . . 2. . . 5. The . . 1. . . is a large . . 2. . . ; it is the largest . . 2. . . in . . 1. . . 6. . . 1. . . is the first . . 2. . . of summer. 7. The . . 1. . . is the finest . . 2. . . which sails upon the . . 1. . . 8. A great . . 2. . . was . . 1. . .

LESSON XX.

COLLECTIVE, MATERIAL, ABSTRACT, AND VERBAL NOUNS.

What other classes of nouns are sometimes reckoned?

Collective nouns, material nouns, abstract nouns, and verbal nouns.

What is a collective noun?

A *collective noun* is one which denotes a *collection* of *individuals* considered as one thing; as, *army, family, number*.

What is a material noun?

A *material noun* is one which denotes a *substance* or *material*; as, *stone, salt, glass*.

What is an abstract noun?

An *abstract noun* is one which denotes a *quality*; as, *courage, beauty, goodness*.

What is a verbal noun?

A *verbal noun* is one which denotes an *action* or *state of being*; as, *writing, hunting, sleeping*.

What can you say of nouns belonging to these classes?

The same words are often merely common nouns.

Will you give examples?

Collective, A *number* of pupils study grammar.

Common, He divided the *number* by two.

Material, This church is built of *stone*.

Common, He threw a *stone* at the bird.

Abstract, *Beauty* is less attractive than modesty.

Common, This lady thinks herself a *beauty*.

Verbal, He was engaged in *writing* a letter.

Common, The *writing* was very legible.

EXERCISE 54.

Tell which nouns are common, which collective, which material, which abstract, which verbal:

1. This company wear blue coats. 2. These boys have a kite made of paper. 3. The temple is made of marble, and is much admired for its beauty. 4. Chalk has the useful qualities of whiteness and softness. 5. He was injured by falling from his horse. 6. My family are visiting their friends in the country. 7. The windows were made of glass, and the roof was thatched with straw. 8. The man sipped a glass of wine through a straw.

EXERCISE 55.

Put a common noun in 1, a collective in 2, a material in 3, an abstract in 4, and a verbal in 5:

1. This fine . . 1 . . is built of . . 3 . . (This fine *church* is built of *stone*). 2. This . . 2 . . is armed with . . 1 . . 3. Never be guilty of . . 5 . . a bird's nest. 4. . . 3 . . is a very useful metal, on account of its . . 4 . . 5. A large . . 2 . . of . . 1 . . were grazing upon the . . 1 . . 6. This young . . 1 . . is admired for her . . 4 . . 7. . . 3 . . is used for . . 1 . . ; it has a very brilliant . . 4 . . 8. In spring the . . 1 . . are busy in . . 5 . . the ground and . . 5 . . their . . 1 . .



PROPERTIES OF NOUNS—NUMBER.

1. In this picture you see a *boy* at play with his *dog*. Not far off are several *boys* with *dogs*. Upon the river there is a *ship* sailing alone, and farther off on the lake you see several *ships*. There is a tall *tree* standing by itself, and a single *bird* upon it. Near by are many *trees* filled with *birds*.

2. So of almost all the things in the world there are *more than one*; and sometimes we wish to speak of *one*, and sometimes of a greater number. Hence the words which stand for things (nouns and pronouns) must have the

property of telling whether *one* only is meant, or *more than one*.

3. This property is called **NUMBER**; it will be treated of in the next lesson.

LESSON XXI.

NUMBER.

When I say, *I see a boy at play*, what part of speech is *boy*?

Boy is a noun, because it is a name.

How many does the noun *boy* denote?

One.

When I say, *I see the boys at play*, how many does *boys* denote?

More than one.

What does *number* mean?

Number means *one* or *more than one*.

What is *number* in grammar?

Number is that property of nouns and pronouns which tells whether *one* is meant or *more than one*.

What does *singular* mean?

Singular means *one*.

Of what number then would you call the noun *boy* in the sentence, *I see a boy at play*?

Boy is of the *singular number*, because it denotes but *one*.

The ship sails upon the river. Of what number is *ship*? Why?

What does the word *plural* mean?

Plural means *more than one*.

Of what *number* then shall we call the noun *boys* in the sentence, *I see the boys at play*?

Boys is of the *plural number*, because it denotes *more than one*.

The ships sail upon the lake. Of what number is *ships*? Why? Of what number is *lake*? Why?

How many numbers have nouns, and what are they?

Two; a *singular number* and a *plural number*.

What do these numbers denote respectively?

The **singular number** denotes but *one*; as, *girl, tree, house*.

The **plural number** denotes *more than one*; as, *girls, trees, houses*.

LESSON XXII.

FORMATION OF THE PLURAL.

Name several nouns of the singular number.

Boy, girl, dog, tree, book, hat.

Name the corresponding nouns of the plural number.

Boys, girls, dogs, trees, books, hats.

How do these nouns differ from the former?

In having the letter *s* added.

What then is the *first method* of forming the plural of nouns?

By adding *s* to the *singular*.

Name the plural of *lamp, chair, desk, table, horse*. How do they form the plural?

Is the plural of *box* formed in the same manner?

No; the plural of *box* is *boxes*.

How is the plural of this word formed?

By adding *es*.

Name several other nouns which form their plural in this way.

Church, churches; dish, dishes; fox, foxes; kiss, kisses.

Why do you add *es* to these nouns instead of *s* only?

Because *s* alone could not be easily pronounced; thus, *foxs, dishs, kisss*.

What then is the *second method* of forming the plural of nouns?

By adding **es** to the *singular*.

Name the plural of *ax, tax, ditch, arch, lash, peach*. How do these nouns form the plural?

What is the plural of *leaf*?

The plural of *leaf* is *leaves*.

How does the plural of this noun differ from the singular?

The *f* of the singular is changed into *ves* in the plural.

Are there any other nouns whose plural is formed in this way?

Yes; *loaf, loaves; knife, knives; thief, thieves*.

What is the *third method* of forming the plural of nouns?

By changing **f** or **fe** into **ves**.

Name the plural of *calf, life, sheaf, self*. How do these nouns form the plural?

Do all nouns ending in *f* or *fe* form the plural in this manner?

No; many of them simply add *s* according to the first method; as, *fife, fifes; grief, griefs; chief, chiefs; roof, roofs; hoof, hoofs; gulf, gulfs.*

Name the plural of *fly, lady, pony.*

Flies, ladies, ponies.

How do these nouns form the plural?

They change the *y* of the singular into *ies* in the plural.

What is the *fourth method* of forming the plural of nouns?

By changing *y* into *ies*.

Name the plural of *sky, dandy, puppy, berry, county.*

Do all nouns ending in *y* form the plural in this manner?

No; some of them simply add *s*; as, *day, days; valley, valleys; monkey, monkeys.*

Can you tell what nouns simply add *s*?

Nouns ending in *y* with a *vowel* (a, e, i, o, u) immediately before it form their plural by adding *s*; as, *boy, boys; valley, valleys; turkey, turkeys.*

What nouns change the *y* into *ies*?

Nouns ending in *y* with a *consonant* immediately before it change the *y* into *ies*; as, *body, bodies; spy, spies; city, cities.*

Name the plural of *bay, key, joy.* How is the plural formed? Name the plural of *party, pantry, folly* How is it formed?

Can you give the plural of *man, foot, mouse*?

Men, feet, mice.

How do these nouns form their plural?

They form it *irregularly*.

Name other nouns which form the plural irregularly.

Woman, women; child, children; tooth, teeth;
ox, oxen; goose, geese; mouse, mice; die, dice.

What is a *fifth method* of forming the plural of nouns?

In an *irregular manner*.

Will you now repeat the five methods of forming the plural of nouns?

FIRST METHOD: by adding *s* to the singular;
as, *book, books*.

SECOND METHOD: by adding *es* to the singular;
as, *box, boxes*.

THIRD METHOD: by changing the ending *f* or *fe* into *ves*; as, *calf, calves; knife, knives*.

FOURTH METHOD: by changing the ending *y* into *ies*; as, *lady, ladies*.

FIFTH METHOD: in an *irregular manner*; as, *man, men; foot, feet*.

EXERCISE 56.

Name the plural of these nouns, and tell by what method it is formed:

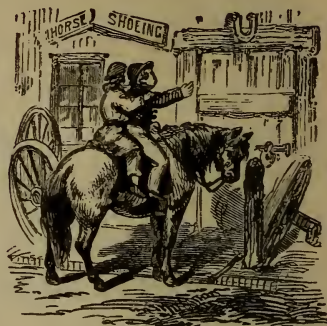
1. Hand, rock, window, star, flower, house, fence. 2. Fox, class, match, moss, tax, brush, witch. 3. Life, sheaf, half, calf, elf, thief, beef, staff. 4. Ruby, lily, cherry, study, navy, army, ditty. 5. Chief, proof, grief, roof, strife, turf, flag-staff. 6. Toy, donkey, lackey, volley, dray, buoy, alloy. 7. Goose, ox, woman, child. 8. Latch, enemy, nymph, arch, monarch, envoy, sylph, monkey, flunky, tooth, waif, wolf, ounce, gas, mouse.

LESSON XXIII.

FORMATION OF THE PLURAL (CONTINUED).

What is *number*? Name three nouns of the singular number. Three of the plural.

Write a sentence about the picture containing a singular noun. One containing a plural noun. One containing both a singular and a plural noun.



Which of these nouns are singular: lamp, pens, books, table, fire, pencil, griefs, women, handkerchief, oxen, child, cart? Which are plural? Why? Give the plural of *potato*, *hero*, *negro*, *alkali*.

Potatoes, heroes, negroes, alkalies.

Give the plural of *folio*, *cameo*, *nuncio*, *bamboo*.

Folios, cameos, nuncios, bamboos.

What rule can you give for the plural of these nouns?

Nouns ending in a *single vowel* like *potato*, etc., add *es*; nouns ending in *two vowels* like *folio*, etc., add *s* only.

Give the plural of *workman*, *boatman*, *Frenchman*.

Workmen, boatmen, Frenchmen.

Give the plural of *talisman*, *ottoman*, *German*.

Talismans, ottomans, Germans.

What rule can you give for the plural of such nouns?

Compounds of *man* in which the ending *man* retains its meaning of *a man* form the plural like *man*; other nouns ending in *man* add *s*.

NOUNS HAVING TWO PLURALS.

When I say, *These two men are brothers*, what do I mean?
That they belong to the *same family*.

When I say, *We are all brethren*, what is my meaning?
That we are of the *same society*.

What two plurals then has *brother*?

Brothers, of the same family; and *brethren*, of the same society.

Are there any other nouns of this kind?

Penny has . . . { *pennies*, separate coins; and
 { *pence*, meaning a sum or value.

Die has . . . { *dies*, stamps for coining; and
 { *dice*, small cubes for gaming.

Fish has . . . { *fishes*, separate individuals; and
 { *fish*, meaning a quantity.

PLURAL OF COMPOUND WORDS.

When I say, *The horse-car is coming*, of what is the noun *horse-car* composed?

Of the two words *horse* and *car*.

What does *compound* mean?

Composed of *separable parts*.

What kind of a word then is *horse-car*?

Horse-car is a *compound* word, because it is composed of *separable parts*.

For the plural of *horse-car* do you say *horses-car* or *horse-cars*, and why?

Horse-cars; because *car* is the principal word, and *horse* merely describes it.

How then do compound words form the plural?

Compound words form the plural by pluralizing the *principal word*, or that part which is described by the rest.

Give other examples of this kind.

Mouse-trap, mouse-traps; wagon-load, wagon-loads; commander-in-chief, commanders-in-chief; brother-in-law, brothers-in-law; court-martial, courts-martial.

Do any compound words make both parts plural?

Yes; woman-servant, women-servants; man-servant, men-servants.

PLURAL OF PROPER NAMES.

What rules can you give for the plural of proper names?

When *no title* or the title *Mrs.* or a *numeral* precedes, the *name* takes *s*; as, the *Marys*, the *Mrs. Johnsons*, the *two Miss Bentons*.

When *no numeral* or a title different from *Mrs.* precedes, either the *title* or the *name* may be pluralized, but not both; as, the *Misses Butler*, or the *Miss Butlers*; the *Drs. Mason*, or the *Dr. Masons*.

If the title refers to two or more persons of different names, it must be pluralized; as, *Profs. Wilson and Clark*; *Drs. Jones, Smith, and Thompson*.

PLURAL OF LETTERS, FIGURES, ETC.

How is the plural of *letters*, *figures*, and *signs* expressed?

By adding an *apostrophe* and *s*; thus, "Dot your *i*'s and cross your *t*'s; add the *5*'s and *3*'s; rub out the *+*'s."

PLURAL OF WORDS FROM OTHER LANGUAGES.

How do words adopted from other languages form their plural?

Some form the plural *regularly*, others change their *endings* as follows:

a into *ae*; as, *lumina*, *luminae*; *nebula*, *nebulae*.

us into *i*; as, *radius*, *radii*; *alumnus*, *alumni*.

um or *on* into *a*; as, *datum*, *data*; *phenomenon*, *phenomena*.

is into *es*; as, *axis*, *axes*; *ellipsis*, *ellipses*; *analysis*, *analyses*.

x into *ces*; as, *helix*, *helices*; *radix*, *radices*.

ex into *ices*; as, *vertex*, *vertices*; *index*, *indices*.

NOUNS HAVING NO PLURAL.

What nouns have no plural?

Material and *abstract* nouns have properly no plural. When used in this number they denote different kinds; as, *wines, teas, industries.*

NOUNS HAVING NO SINGULAR.

What nouns have no singular?

Such as consist of two or more essential parts; as, *tongs, scissors, trousers, clothes, bowels, victuals, riches.*

NOUNS ALIKE IN BOTH NUMBERS.

We say, *one sheep*, or *two sheep*. What can you say of such nouns?

Some nouns have the *same form* in both numbers; as, *sheep, deer, swine, grouse, species, series, corps.*

SINGULAR USED FOR THE PLURAL.

Is the singular form ever used for the plural?

Yes; we say, "Forty *head* of cattle;" "The general lost all his *cannon*;" "The creek abounds in *trout* and *salmon*."

EXERCISE 57.

Name the plural of these nouns and tell how it is formed:

1. Hero, cameo, beau. 2. Englishman, seaman, Mussulman, talisman.
3. Henry, Mrs. Dixon, Dr. Foot, Miss Carol. 4. Die, brother, penny.
5. Cart-load, bowlful, sister-in-law, court-martial, field-marshal.
6. Larva, focus, crisis, effluvium, matrix, vertex.
7. Folio, hand-cart, fish, stimulus, deer, law-book, Prof. Hunt.

EXERCISE 58.

Write two sentences with each noun, using the singular in the first and the plural in the second:

- | | | | |
|-----------|--|---------------|------------------|
| 1. Lamp. | EXAMPLE: { <i>First</i> , The <i>lamp</i> stands on the table. | | |
| | { <i>Second</i> , Have you trimmed the <i>lamps</i> ? | | |
| 2. Knife. | 5. Tooth. | 8. Pailful. | 11. Mrs. Conway. |
| 3. Mouse. | 6. Berry. | 9. Footman. | 12. Miss Garnet. |
| 4. Peach. | 7. Ox. | 10. Dew-drop. | 13. Die. |



PROPERTIES OF NOUNS—GENDER.

1. See this *boy* and *girl* on their way to school. They are *brother* and *sister*, and are very fond of each other.

2. A *man* and *woman* are standing upon the steps of the *house*. They are the *father* and *mother* of the *children*.

3. There is an *ox* with long horns, and a *cow* with her *calf*, nipping the *grass*.

4. How high that old *rooster* carries his head! And that old *hen* with her brood of little *chickens*—what a kind *mother* she is to them!

5. Thus of all the living beings which we see about us we find there are two *sexes*. Among persons, there are *men* and *women*, *boys* and *girls*, *brothers* and *sisters*; among animals, the *ox* and the *cow*, *horse* and *mare*, *lion* and *lioness*. There are also objects that have no sex; as, *stone*, *house*, *river*, and all inanimate things.

6. In speaking of objects we often wish to represent them as *male* or as *female*; and hence the nouns which name them must have the property of telling to which sex they belong.

7. This property is called GENDER.

LESSON XXIV.

GENDER.

How many sexes are there?

Two; the *male* and the *female*.

What objects only have sex?

Only things that have *life*, or *animate* objects.

What is *gender* in grammar?

Gender is that property of nouns and pronouns by which they distinguish the *sex* of objects.

Of what sex are *man*, *boy*, *father*?

Of the *male* sex.

What does *masculine* mean?

Masculine means *pertaining to a male*.

Of what *gender* then would you call the nouns *boy*, *man*, *father*?

Boy, *man*, *father* are of the *masculine gender*, because they denote *male* persons.

Of what *gender* are *ox*, *horse*, *lion*, and why?

Ox, *horse*, *lion* are of the masculine gender, because they denote male animals.

Name other nouns of the masculine gender.

Brother, uncle, son, king, gander, ram.

Of what sex are *woman*, *girl*, *mother*?

Of the *female* sex.

What does *feminine* mean?

Feminine means *pertaining to a female*.

Of what gender then shall we call *woman*, *girl*, *mother*, and why?

Woman, *girl*, *mother* are of the *feminine* gender, because they denote *females*.

Of what *gender* are *cow*, *mare*, *lioness*, and why? Name other nouns of the feminine gender.

Sister, aunt, queen, goose, hen, duck.

To what sex do the objects *stove*, *chair*, *house* belong?

To neither sex, because they are *inanimate* objects.

What does *neuter* mean?

Neuter means *neither*.

Of what gender then may we call such nouns as *stove*, *chair*, *house*, etc.?

Stove, *chair*, *house* are of the *neuter* gender, because they denote objects *neither male* nor *female*.

Will you name other nouns of the *neuter* gender?

Book, pencil, cap, wood, rain, moon, and all *inanimate* things.

What does *parent* mean?

Parent may mean either father or mother, either a *male* or a *female*.

What does *common* mean?

Common means *general*, or *belonging to either*.

Of what gender then may we call the noun *parent*?

Parent is of the *common gender*, because it denotes either a *male* or a *female*.

Of what gender are *child*, *scholar*, *bird*, and why? Name other nouns of the *common gender*.

Cousin, friend, teacher, person, robin.

How many genders have nouns, and what are they?

Four; *masculine*, *feminine*, *neuter*, and *common*.

Will you define each, and give an example?

The **masculine gender** denotes *males*; as, *boy*, *man*.

The **feminine gender** denotes *females*; as, *girl*, *woman*.

The **neuter gender** denotes objects *neither male* nor *female*; as, *house*.

The **common gender** denotes objects *either male* or *female*; as, *child*.

LESSON XXV.

METHODS OF DISTINGUISHING SEX.

By what property do nouns distinguish the sex of objects?

What nouns are of the masculine gender? What of the feminine? What of the neuter? What of the common?

Name two nouns of the masculine gender represented in this picture. Two of the feminine. One of the neuter. Two of the common.

Which of these nouns are of the masculine gender: Mary, aunt, cousin, lion, stone, king, teacher, lady, Henry, husband, chalk, friend, rose, bride, bird, cloud? Which are feminine? Which neuter? Which common?



What are the feminine nouns corresponding to *boy*, *man*, *uncle*?

Girl, woman, aunt.

What then is the *first method* of distinguishing sex?
By *different words*.

Name other examples of this method.

Brother, sister; son, daughter; husband, wife.

Of what gender are *prince*, *duke*, *hero*?

Of the masculine gender, because they denote males.

What are the feminine nouns corresponding to them?
Princess, duchess, heroine.

How do these words differ from the former?

They have different *terminations*.

What then is the *second method* by which nouns distinguish sex?

By a *difference in termination*.

Give other examples of this kind.

Emperor, empress; count, countess; testator, testatrix; Francis, Frances.

What *third method* is there by which some nouns distinguish sex?

By prefixing a *distinguishing word*; as, *man-servant, maid-servant*.

Will you repeat these three methods and give an example of each?

FIRST METHOD: by *different words*; as, *boy, girl; man, woman*.

SECOND METHOD: by a *difference in termination*; as, *prince, princess; hero, heroine*.

THIRD METHOD: by prefixing a *distinguishing word*; as, *he-goat, she-goat*.

LESSON XXVI.

GENDER (CONTINUED).

Since *inanimate* objects have no sex, of what gender are they? Of the neuter gender?

When may inanimate objects be considered as having sex?

When they are *personified*, or represented as persons; as, "The glorious *sun* dispenses his blessings."

When inanimate objects are personified, which are considered of the masculine gender, and which of the feminine?

Those exhibiting *masculine* qualities, such as *power, size, sternness*, are masculine; as, *the sun, winter, the ocean, war*.

Those exhibiting *feminine* qualities, such as *beauty, gentleness*, are feminine; as, *the moon, spring, peace*.

Correct the following sentences in respect to gender:

The ship spread his sails to the breeze. The mighty ocean hurled her waves upon the shore. Old Winter is gone with her snow and ice, and gentle Spring spreads his flowers over the fields.

When do we represent *animate* objects as without sex?

When the sex is unimportant or unknown to us; as we say of an infant, *It is pretty*; and of a bird, *It sings sweetly*.

When we use the name of an animal in a general way to represent its species, which are regarded as masculine and which as feminine?

Those having *masculine* qualities, such as *strength*, *size*, are masculine; as we say of the lion, *He is strong*.

Those having *feminine* qualities, such as *gentleness*, *mildness*, are feminine; as we say of the dove, *She is gentle*.

May a noun of one gender include objects of both sexes?

When it is unnecessary to distinguish the sex of objects we use the noun of that gender whose sex is considered most numerous or important; as, "He left his estate to his *heirs* (and *heiresses* too);" "We keep *hens*, *geese*, and *ducks* (implying *cocks*, *ganders*, and *drakes* also)."

DISTINCTION OF SEX.

FIRST METHOD—BY DIFFERENT WORDS.

MAS.	FEM.	MAS.	FEM.	MAS.	FEM.
Bachelor, .	maid.	Father, . .	mother.	Master, .	mistress.
Beau, . . .	belle.	Friar, . .	nun.	Monk, .	nun.
Boy, . . .	girl.	Gander, .	goose.	Nephew, .	niece.
Boar, . . .	sow.	Gentleman, .	lady.	Papa, .	mamma.
Bridegroom, .	bride.	Hart, . .	roe.	Ram, .	ewe.
Brother, . .	sister.	Horse, . .	mare.	Sir, . .	madam.
Buck, . . .	doe.	Husband, .	wife.	Sloven, .	slut.
Bull, . . .	cow.	King, . .	queen.	Son, . .	daughter.
Bullock, .	heifer.	Lad, . . .	lass.	Stag, .	hind.
Cock, . . .	hen.	Lord, . .	lady.	Steer, .	heifer.
Drake, . . .	duck.	Male, . .	female.	Uncle, .	aunt.
Earl, . . .	countess.	Man, . . .	woman.	Wizard, .	witch.

SECOND METHOD—BY A DIFFERENCE IN TERMINATION.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Abbot,	abbess.	Duke,	duchess.
Baron,	baroness.	Electer,	electress.
Benefactor,	benefactress.	Emperor,	empress.
Caterer,	cateress.	Giant,	giantess.
Count,	countess.	Governor,	governess.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Heir,	heiress.	Tiger,	tigress.
Host,	hostess.	Viscount,	viscountess.
Hunter, . . .	huntress.	Waiter,	waitress.
Instructor, .	instructress.	Administrator, .	administratrix.
Jew,	Jewess.	Director,	directrix.
Lion,	lioness.	Executor,	executrix.
Mayor, . . .	mayoress.	Testator,	testatrix.
Marquis, . .	marchioness.	Francis,	Frances.
Peer,	peeress.	Hero,	heroine.
Preceptor, .	preceptress.	Joseph,	Josephine.
Priest, . . .	priestess.	Landgrave, . . .	landgravine.
Prince, . . .	princess.	Margrave,	margravine.
Prior,	prioress.	Czar,	czarina.
Prophet, . .	prophetess.	Signor,	signora.
Shepherd, .	shepherdess.	Sultan,	sultana.
Sorcerer, . .	sorceress.	Widower,	widow.

THIRD METHOD—BY A DISTINGUISHING WORD.

MASCULINE.	FEMININE.	MASCULINE.	FEMININE.
Man-servant,	maid-servant.	Male cousin, . .	female cousin.
He-goat, . . .	she-goat.	Cock-sparrow, .	hen-sparrow.

EXERCISE 59.

Tell the gender of the following nouns:

1. Sister, parent, tree, cow, father, duck, husband, cousin, water.
2. Hero, cloud, niece, fox, book, son, sun, children, princess, duchess.
3. Animal, uncle, queen, deer, fire, birds, man-servant, heroine, prince, empress, earl.

Tell the feminine of the following:

4. Uncle, son, bridegroom, father, boy, drake, master.
5. Lad, duke, hero, gentleman, monk, earl, Mr., king, hart.
6. Gander, sir, wizard, nephew, papa, marquis, emperor, heir, administrator, widower, bachelor, baron.

Tell the masculine of the following:

7. Mistress, duck, bride, goose, widow, hen, sister.
8. Niece, heroine, Frances, huntress, testatrix.
9. Countess, marchioness, ewe, Josephine.

EXERCISE 60.

Put nouns in the blank spaces; a noun of the masculine gender in 1, of the feminine in 2, of the neuter in 3, and of the common in 4:

1. The . . 1 . . and his . . 4 . . are in the . . 3 . . (The *boy* and his *cousin* are in the *house*). 2. This little . . 2 . . has blue . . 3 . . and golden . . 3 . . 3. Those . . 4 . . have two . . 4 . ., a . . 1 . . and a . . 2 . . 4. This . . 3 . . belongs to my . . 2 . . Mary. 5. . . 4 . . build . . 3 . . in the . . 3 . . 6. I am going to see my . . 4 . . who is very ill. 7. That poor . . 1 . . has lost his . . 1 . . and . . 2 . . 8. Good . . 4 . . love and obey their . . 4 . . 9. My . . 1 . . and . . 2 . . are coming to our . . 3 . . to-morrow, with all their little . . 1 . . and . . 2 . ., who are, of course, my . . 4 . . 10. That . . 2 . . with the black . . 3 . . on is a . . 2 . . to my . . 4 . . 11. My . . 2 . . has a pet . . 4 . . in a pretty . . 3 . . 12. The . . 3 . . sank, and all the . . 4 . ., . . 1 . ., . . 2 . ., and . . 4 . . were drowned.

EXERCISE 61.

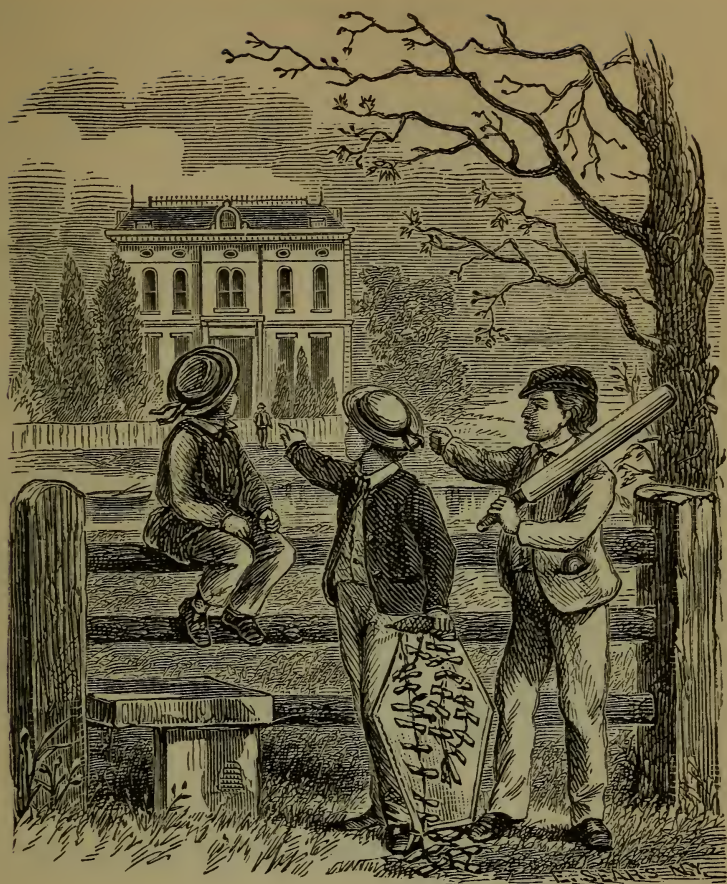
Put pronouns of the proper gender in the following spaces:

1. The marquis has retired to estate. 2. We met an old witch, and promised to tell our fortunes. 3. Mont Blanc raises snow-capped head. 4. The moon bathes the landscape in soft light. 5. War has sheathed blood-stained sword, and gentle Peace dispenses blessings upon our land. 6. When the storm has spent fury the beautiful rainbow displays radiant form.

EXERCISE 62.

Write four sentences with each of the following verbs, using a noun of each gender as in the example:

- | | | | |
|-----------|-----------|---|-------------|
| 1. Rides. | Ex.: | <div style="display: inline-block; vertical-align: middle;"> <i>First,</i>
 <i>Second,</i>
 <i>Third,</i>
 <i>Fourth,</i> </div> <div style="display: inline-block; vertical-align: middle;"> The <i>boy</i> rides to town.
 He rides to town with his <i>sister</i>.
 He rides in a <i>wagon</i>.
 He rides to the city to see his <i>cousin</i>. </div> | |
| 2. See. | 5. Sells. | 8. Loves. | 11. Writes. |
| 3. Buys. | 6. Tell. | 9. Reads. | 12. Play. |
| 4. Ask. | 7. Makes. | 10. Goes. | 13. Walks. |



PROPERTIES OF NOUNS—PERSON.

1. Here are two boys with a kite, a bat, and a ball. They come to you and say, “We *boys* are going to have a play-day. Come, *George*, will you go with us? We are going to see our *cousin*, who lives in that large house across the river.”

2. In this picture, as well as in the boys’ speech, there are *three parties*; first, there are two *boys* who are *speaking*; second, there is the *boy* upon the fence who is *spoken to*; and the third party is their *cousin*, of *whom* they speak.

3. To represent these three parties in speaking or writing nouns and pronouns have a property called PERSON.

LESSON XXVII.

PERSON.

When a boy says, *I, John, am going to see my cousin*, what person does the noun *John* represent?

It represents the person *speaking*.

What person do grammarians call the *person speaking*?

The first person.

Of what person then is *John* in the sentence “*I, John, am going to see my cousin?*”

John is of the *first person*, because it represents the person *speaking*.

We girls are going to school. Of what person is *girls*? When a boy says to you, *Here, George, take your book*, what person does *George* represent?

It represents the person *spoken to*.

What person do grammarians call the *person spoken to*?

The second person.

Of what person then is *George* in the above sentence?

George is of the *second person*, because it represents the *person spoken to*.

Here is your book, *Mary*. Of what person is *Mary*?

When the boys say, *We are going to see our cousin*, of whom do they speak?

Of their cousin.

What person then does the noun *cousin* represent?

It represents the person *spoken of*.

What person do grammarians call the *person spoken of*?
The third person.

Of what person then is *cousin* above, and why?

Cousin is of the *third person*, because it represents the *person spoken of*.

I wrote a letter to my brother. Of what person is *brother*? Why?

O mother, please let us girls go and see cousin Lucy to-day. Of what person is *Lucy*? Why? Of what person is *mother*? Why? Of what person is *girls*? Why?

Will you now define person?

Person is that property of nouns and pronouns by which they denote the *speaker*, the *person spoken to*, or the *person or thing spoken of*.



How many persons have nouns, and what are they?

Three; the *first*, the *second*, and the *third*.

Will you define each person, and give an example?

The **first person** represents the *person speaking*; as, "I, *Paul*, have written this letter."

The **second person** represents the *person spoken to*; as, "Come, *George*, go with us."

The **third person** represents the *person or thing spoken of*; as, "My *uncle* lives in that house."

LESSON XXVIII.

PERSON (CONTINUED).

What is person in grammar? What nouns only can be of the first person?

Only nouns representing *persons*, because only persons can be speakers.

What nouns can be of the second person?

Only nouns representing *living* things, that is, persons and animals; because only living things can properly be *spoken to*, since they only can hear.

What nouns may be of the third person?

Any noun may be of the third person, since *any* object can be *spoken of*.

When may an *inanimate* object be of the second person?

When it is addressed as a person, or *personified*; as, "Roll on, *old ocean!*" "Farewell, my *native land!*"

What peculiar use of the persons is sometimes adopted in invitations, addresses, etc.?

The speaker and the person addressed are sometimes represented, for politeness, in the third person; as, "*Miss Forest* (speaker) will be happy to see *Mr. Shadewell* (spoken to) to-morrow evening."

EXERCISE 63.

Tell the person of each noun:

1. We boys are going to see our cousin. 2. Come and see me this evening, Mary. 3. My uncle and aunt live in New York. 4. This book belongs to my brother. 5. Is your father at home, William? 6. Who owns this hat? I, George Wilson. 7. Thou, Lord, hast made the heavens and the earth. 8. I, Darius, make this decree. 9. Hurrah! boys, we have a holiday! Now for some fun? 10. Here, Grip, the pig is in the garden; seize him. 11. Little brook, where are you running so fast?

EXERCISE 64.

Put nouns in the blank spaces; one of the first person in 1, of the second in 2, and of the third in 3:

1. Good evening, ..2..; I am glad to see you (Good evening, ladies; I am glad to see you). 2. We ..1.. are going a fishing; come, ..2.., will you go with us? 3. My ..3.. has gone to ..3.. 4. Will you loan me your ..3.., ..2..? 5. I, ..1.., ..1.. of England, do make this ..3.. 6. Farewell, my ..2..; I must leave you now. 7. ..2.., when are you going to ..3..? 8. Our ..2.. in heaven, have mercy upon us ..1.. 9. That is my ..3.., ..2..; so you may let it alone.

EXERCISE 65.

Write three sentences, using a noun in each person, with each of the following verbs:

- | | | |
|----------|------------|---|
| 1. Go. | EXAMPLE: { | First, We boys go to the same school. |
| | | Second, Do you go to our school, William? |
| | | Third, The cars go by steam. |
| 2. Tell. | 4. Say. | 6. Make. |
| 3. Do. | 5. Own. | 7. Reads. |
| | | 8. Give. |
| | | 9. Leave. |
| | | 10. Command. |
| | | 11. Rides. |

EXERCISE 66.

Write original sentences containing nouns as directed:

1. A common noun, of the plural number, common gender, first person (We *pupils* of this school study grammar).

2. A proper noun, of the singular number, feminine gender, second person.

3. A common noun, of the plural number, masculine gender, third person.

4. A common noun, of the singular number, neuter gender, third person.

5. A proper noun, of the plural number, masculine gender, second person.

6. A common noun, of the singular number, common gender, third person.

7. A proper noun, of the singular number, feminine gender, first person.

8. A common noun, of each number, masculine gender, third person.



PROPERTIES OF NOUNS—CASE.

1. What a busy picture! There is hardly an idle thing to be seen. The man *cuts wood*; the horse *draws the cart*; the old cow *tosses the dog*; the little girl *reads her book*; the boy *rolls his hoop*; the maid *draws water*; the brook *turns the wheel*.

2. Just look at those two scenes of a dog and pig. In one the *dog bites the pig*; in the other the *pig bites the dog*. You perceive that the dog sustains quite a different *relation* in one from what he does in the other; in one he *bites*, in the other he *is bitten*.

3. To express these different *states*, or *conditions*, nouns have a property which is called CASE.

LESSON XXIX.

CASE.

When I say, *The dog bites the pig*, what relation does the noun *dog* sustain in the sentence?

It sustains the relation of *subject*, since the dog performs the action.

What relation does *pig* sustain in the same sentence?

It sustains the relation of *object* acted upon, since the pig receives the bite.

What does *case* mean in grammar?

Case denotes the *relations* which words sustain.

What does *nominative* mean?

Nominative means *naming*.

Now, since the *subject* is generally first *named* before any thing is said of it, in what *case* would you call *dog* in the sentence, *The dog bites the pig*?

Dog is in the *nominative case*, because it is the *subject* of the verb *bites*.

The horse runs. In what case is *horse*? Why? In the sentence, *The dog bites the pig*, what is the *object* of the verb *bites*?

Pig is the object, because the pig receives the bite.

What does *objective* mean?

Objective means *pertaining to the object*.

In what case then is *pig* in the above sentence, and why?

Pig is in the *objective case*, because it denotes the *object* of the verb *bites*.

The girl reads her book. What is the *object* which the girl reads? In what case then is *book*? Why? In the sentence, *The pig bites the dog*, in what case is each noun?

Pig is now in the *nominative case*, because it is the subject of the verb *bites*; and *dog* is in the *objective case*, because it is the object of *bites*.

The horse draws the cart. In what case is *horse*? Why? In what case is *cart*? Why?

How may the *nominative case* be known?

By asking the question *who*, or *what*, with the verb; thus, in the sentence, *The dog barks*, ask *what* barks? The answer, *dog*, will show that *dog* is in the *nominative case*.

How may the *objective case* be known?

By asking the question *whom*, or *what*, after the verb; thus, in the sentence, *The dog bites the pig*, ask bites *what*? The answer, *pig*, will show that *pig* is in the *objective case*.

Which of the following nouns are in the *nominative case*: The hog tore the hat, and the boy struck the hog? Which are in the *objective case*? Why?



When I say, *Mary reads John's book*, what relation does *John* sustain?

The relation of *owner* or *possessor* of the book.

What does *possessive* mean?

Possessive means *pertaining to the possessor*.

In what case then would you call the noun *John's* in the sentence, *Mary reads John's book*, and why?

John's is in the *possessive case*, because it denotes the *possessor*.

The boy's knife is lost. In what case is *boy's*? Why? Will you now define case?

Case is that property of nouns and pronouns which indicates their *relation* to other words in the sentence.

How many cases are there, and what are they?

Three; the *nominative*, the *possessive*, and the *objective*.

Define each case, and give an example.

The **nominative case** denotes the *subject*; as, "The *man* walks."

The **possessive case** denotes the *possessor*; as, "It is the *girl's* book."

The **objective case** denotes the *object*; as, "He strikes the *hoop*."

LESSON XXX.

FORMATION OF THE POSSESSIVE.

The man leads the horse; the horse follows the man; it is the man's horse. In what case is *man* in each sentence? Which two cases are alike?

The *nominative* and *objective* cases are alike.

How does the possessive case differ from the nominative?

It adds an *apostrophe* and the letter *s*.

Of what number is the noun *man's*.

Of the singular number, because it denotes but one.

How then is the possessive case singular of nouns usually formed?

By adding the *apostrophe* and *s* to the nominative; as, the *girl's* dress; the *cat's* claws; the *sun's* light.

What can you remark of the additional *s* in such forms as *conscience's sake*, *goodness's sake*?

The additional *s* is sometimes omitted; but it is better to write the full form; thus, *conscience's sake*, *goodness's sake*.

When we speak of more than one soldier do we say, *The soldier's camp*, or *The soldiers' camp*?

The *soldiers'* camp; using the *apostrophe only* after the noun.

How then is the possessive case plural usually formed?

By adding the *apostrophe only*.

Will you give other examples?

The *scholars'* books; *brothers'* houses; our *friends'* welfare.

When is *s* also added in the possessive case plural?

When the plural noun does not end in *s* the *apostrophe* and *s* are both added; as, the *children's* toys; the *oxen's* yoke.

When two or more words form one noun to which is the possessive sign annexed?

To the *last* only; as, *John Watson's book*; *my sister-in-law's house*.

LESSON XXXI.

DECLENSION OF NOUNS.

When I say, *The boy runs*; *The boy's hat*; you perceive that the noun *boy* changes its *form* to indicate the possessive case, *boy's*; that is, it has *declension*. What then is *declension*?

Declension is a *change of form* which nouns and pronouns undergo to express their different *cases*.

When therefore I ask you to *decline* a noun what do I mean?

To name in regular order its *forms* in the several *cases*.

DECLINE *boy, fox, man, lady*.

	SINGULAR.	PLURAL.		SINGULAR.	PLURAL.
<i>Nom.</i>	boy,	boys,	<i>Nom.</i>	fox,	foxes,
<i>Poss.</i>	boy's,	boys',	<i>Poss.</i>	fox's,	foxes',
<i>Obj.</i>	boy.	boys.	<i>Obj.</i>	fox.	foxes.
<i>Nom.</i>	man,	men,	<i>Nom.</i>	lady,	ladies,
<i>Poss.</i>	man's,	men's,	<i>Poss.</i>	lady's,	ladies',
<i>Obj.</i>	man.	men.	<i>Obj.</i>	lady.	ladies.

Write the *declension* of the following nouns:

Dog.	Fish.	Child.	Ox.	Monkey.	Mother-in-law.
Calf.	City.	Class.	Goose.	Woman.	Express-agent.

EXERCISE 67.

Tell the case of each noun, and why:

1. The merchant sells wheat and corn. 2. The boy rides his father's horse. 3. Mary's little sister wears a blue dress. 4. The rain falls, and the wind blows. 5. The stream turns the wheel, the wheel turns the stone, and the stone grinds the corn. 6. This little girl's sister reads her brother's book. 7. The oxen draw the plow. 8. The farmers plow the ground and sow wheat. 9. Do

not touch the children's toys. 10. That large house is my father's. 11. This is the oxen's stall, and that is the cows'. 12. The earth produces trees, flowers, and fruits.

EXERCISE 68.

Put nouns in the blank spaces; a nominative case in 1, a possessive in 2, an objective in 3:

1. The . . 1 . . shot the . . 3 . . (The *hunter* shot the *fox*).
2. The . . 1 . . found a . . 2 3 . . in a tall tree.
3. Good . . 1 . . study their . . 3 . .
4. That white . . 1 . . is my . . 2 . .
5. This little . . 1 . . loves her . . 3 . .
6. . . 2 1 . . is pink, but her . . 1 . . is blue.
7. The . . 1 . . falls, and moistens the . . 3 . .
8. . . 1 . . should love and honor their . . 3 . .
9. The . . 1 . . sells . . 2 3 . . and . . 2 3 . .
10. . . 1 . . carry . . 3 . . across the ocean.
11. This . . 2 1 . . is very pretty.
12. The . . 1 . . bit the . . 2 3 . .

EXERCISE 69.

Write six sentences with each noun; using the several cases and numbers as indicated in the example:

- | | | | |
|---------|----------|-----------|------------|
| 1. Man. | 3. Dog. | 5. Child. | 7. Monkey. |
| 2. Boy. | 4. Lady. | 6. Fox. | 8. Woman. |

EXAMPLE.

SINGULAR.

PLURAL.

- | | |
|---|--|
| <i>Nom.</i> The <i>man</i> plants corn. | <i>Men</i> build houses and ships. |
| <i>Pos.</i> The <i>man's</i> horse ran away. | The tailor makes <i>men's</i> clothes. |
| <i>Obj.</i> The horse kicked the <i>man</i> . | I met two <i>men</i> in the street. |

EXERCISE 70.

Write original sentences containing nouns in each case as indicated below:

- | | |
|---|---|
| 1. One in the <i>nom. case sing.</i> | EXAMPLE: The <i>bird</i> flies swiftly. |
| 2. One in the <i>poss. case sing.</i> | 9. One in the <i>poss. and obj. sing.</i> † |
| 3. One in the <i>obj. case sing.</i> | 10. One in the <i>nom. and poss. plural.</i> |
| 4. One in each case of the <i>sing.*</i> | 11. One in the <i>nom. and obj. plural.</i> |
| 5. One in the <i>nom. case plural.</i> | 12. One in the <i>poss. and obj. plural.</i> |
| 6. One in the <i>poss. case plural.</i> | 13. One in each case of the <i>plural.</i> |
| 7. One in the <i>obj. case plural.</i> | 14. One in the <i>nom. sing. and obj. plural.</i> |
| 8. One in the <i>nom. and poss. sing.</i> | 15. One in the <i>nom. plural and obj. sing.</i> |

*EXAMPLE 4. The *boy* tore the *girl's* book.

†EXAMPLE 9. I borrowed my *brother's* knife.



CLASSES OF ADJECTIVES.

1. This *large* tree bears *sweet* apples, and the *small* tree bears *soft* peaches.

2. Here the adjectives *large*, *sweet*, *small*, *soft* describe their nouns, or tell what kind the things are; thus, What *kind* of a tree? A *large* tree.

3. But when we say, "*This* cart has *four* wheels," the adjectives *this* and *four* do not *describe* their nouns, since we do not know what kind of a cart or what kind of wheels they are any better than before. They merely *define* their nouns, or tell us *which* or *how many* the things are.

4. Hence we see that there are two CLASSES OF ADJECTIVES: *descriptive adjectives*, which *describe* their nouns; and *definitive adjectives*, which *define* them.

LESSON XXXII.

DESCRIPTIVE AND DEFINITIVE ADJECTIVES.

When I say, *I have a soft peach*, what is *soft*?

Soft is an adjective.

For what purpose is it used?

It is used to describe the noun *peach*.

What kind of an adjective then would you call *soft*?

Soft is a *descriptive adjective*, because it *describes* its noun.

Here is a mellow apple. What is *mellow*? Why? Give other examples of *descriptive adjectives*.

Black horses; *red* cheeks; *hard* lesson; *tall* men; *pretty* girls.

When I say, *I want those books*, does the adjective *those* describe books?

It does not; it *defines* the noun *books*, or tells *which* books are meant.

What kind of an adjective then would you call *those*?

Those is a *definitive adjective*, because it *defines* its noun.

We have many friends. What is *many*? Why? Give other examples of *definitive adjectives*.

This house; *two* hands; *some* money; *all* men; *several* books.

How many *classes of adjectives* are there?

Two: *descriptive* and *definitive*.

Will you define each?

A **descriptive adjective** is one that *describes* its noun; as, *cross* dogs.

A **definitive adjective** is one that *defines* its noun; as, *these* men.

Write a different descriptive adjective with each of these nouns: girl, house, river, book, lady, mountain, city.

Write a different definitive adjective with each of these nouns: man, table, school, church, stone, field, soldiers.

Of which class is each adjective in the following sentence: This large balloon has many long ropes?

Write three other sentences about the picture, each containing a descriptive adjective. Write three, each containing a definitive adjective.

Into what classes are *definitive adjectives* sometimes divided?

NUMERALS; which denote *number*; as, *one, two, three*, etc.; *first, second, third*, etc.

DEMONSTRATIVES; which denote objects *definitely*; as, *this, that, these, those, yonder*.

INDEFINITES; which denote objects *indefinitely*; as, *some, other, both, any, one, all, such, no, several*.

DISTRIBUTIVES; which denote objects *separately*; as, *each, every, either, neither*.



What other classes of adjectives are sometimes reckoned?

Proper adjectives, which are derived from proper names; as, "*American ladies*."

Participial adjectives, which are participles used as adjectives; as, "*The rising sun*."

EXERCISE 71.

Name the adjectives, and tell which are descriptive, and which are definitive:

1. Tall oaks from little acorns grow. 2. These trees bear large sweet apples. 3. Those fine houses belong to that rich banker. 4. There are many houses in a large city. 5. The night was dark, and no stars were visible. 6. Is there any game in this forest? 7. Yes; I shot several rabbits and one deer. 8. There are few trees which bear such fruit. 9. Both stories were false, every word of them. 10. You have four fingers and one thumb on each hand. 11. Both roads are good, but some men will take neither. 12. Our first lesson commences on the fifteenth page.

EXERCISE 72.

Put a descriptive adjective in 1, and a definitive in 2:

1. My . . 1 . . uncle lives in . . 2 1 . . house (My *old* uncle lives in *that fine* house). 2. . . 2 1 . . trees bear . . 1 . . apples. 3. There are but . . 2 . . men like him. 4. . . 2 . . ducks are found in . . 2 . . pond. 5. I saw . . 2 1 . . things in Paris. 6. I have been fishing, but caught . . 2 . . fish. 7. Have you heard . . 2 . . news to-day? 8. Greece had . . 2 1 . . men. 9. Learn some . . 1 . . thing . . 2 . . day. 10. I have . . 2 1 . . friends in . . 2 . . city. 11. I saw him to-day for the . . 2 . . time in . . 2 . . years. 12. . . 2 1 . . youth is the . . 1 . . son of Lord Balpate.

EXERCISE 73.

Write original sentences as directed below:

1. Two containing descriptive adjectives. 2. Two containing definitive adjectives. 3. Two containing both descriptive and definitive adjectives.

PROPERTIES OF ADJECTIVES.

1. In the picture on page 113 you see a *tall* tree standing alone; near it is a *taller* tree; but the tree with the straight trunk is the *tallest* tree in the landscape.

2. These adjectives, *tall*, *taller*, and *tallest*, imply a comparison of their objects with one another, and indicate that these objects possess the quality of tallness in different *degrees*.

3. So of almost all qualities there are different degrees, and to express the relative degrees of their qualities in different objects adjectives have a property which is called COMPARISON.

LESSON XXXIII.

COMPARISON OF ADJECTIVES.

When I say, *That is a tall tree*, what is *tall*? In this sentence I do not compare the tree with any other, but simply say in a *positive* manner that it is a *tall* tree. Of what degree of comparison then is *tall*?

Tall is of the *positive degree*, because it expresses the *simple quality* of the adjective.

My father is an old man. Of what degree is *old*? Why? Give other examples of the positive degree.

A *white* cloud; *bright* stars; a *beautiful* lady.

When I say, *The oak is a taller tree than the maple*, what does the adjective *taller* imply?

It implies a *comparison* between the two trees, and indicates a higher degree of tallness in the oak than in the maple.

Of what degree then may we call the adjective *taller*?

Taller is of the *comparative degree*, because it implies a *comparison*.

Rose is a prettier girl than Annie. Of what degree is *prettier*? Why? Give other examples of the comparative degree.

George is a *younger* boy than his cousin; the sea is *deeper* than the river.

When I say, *The poplar is the tallest tree in the forest*, what is meant by *tallest*?

Surpassing all in height.

What does *superlative* mean?

Superlative means *surpassing all*, the *highest degree* of the quality.

Of what degree then shall we call *tallest*?

Tallest is of the *superlative degree*, because it denotes the *highest degree* of the quality.

The Amazon is the largest river. Of what degree is *largest*? Why? Give other examples of the superlative degree.

Smith is the *richest* man in town; the sun is the *brightest* of all the heavenly bodies.

Will you now define *comparison*?

Comparison is that property of adjectives by which they express different *degrees* of quality.

How many degrees of comparison are there?

Three; the *positive*, the *comparative*, and the *superlative*.

Will you define each degree?

The **positive degree** expresses the *simple quality* of the adjective without comparison; as, "The elephant is a *large* animal."

The **comparative degree** implies a comparison between *two* objects or classes of objects, and shows a *higher degree* of the quality in one than in the other; as, "The elephant is *larger* than the ox."

The **superlative degree** implies a comparison among *three* or *more*, and indicates that one of them possesses the quality in the *highest degree* of all the objects compared; as, "The elephant is the *largest* animal of the land."

LESSON XXXIV.

FORMATION OF THE DEGREES OF COMPARISON.

When I say, *Mary is young, Caroline is younger, but Margaret is the youngest girl in school*, of what degree is each adjective?

How are the comparative and superlative of this adjective formed?

The *comparative* is formed by adding *er* and the *superlative* by adding *est* to the positive; as, pos. *young*, comp. *young-er*, sup. *young-est*.

Will you compare *sweet*?

Pos. *sweet*, comp. *sweeter*, sup. *sweetest*.

Will you compare in the same manner *rich, hard, soft*?

When are *r* and *st* alone added?

When the positive ends in *e*; as, *fine, finer, finest; safe, safer, safest.*

What then is the *regular method* of comparison?

By adding **r** or **er** for the *comparative*, and **st** or **est** for the *superlative*.

What adjectives are compared by this method?

Adjectives of *one syllable*, and a few of *two syllables*; as, *proud, prouder, proudest; polite, politer, politest.*

Do we say, This is a *good* pen, but that is a *gooder* one?

No; we say, "This is a *good* pen, but that is a *better* one, and this is the *best* one."

How is the comparison formed in this case?

It is formed *irregularly*, by using different words.

What then is a *second method* of comparison?

An *irregular method*.

What adjectives are compared by this method?

Only the following: good, better, best; bad or ill, worse, worst; much, more, most; many, more, most; little, less, least; far, farther, farthest.

Will you now repeat the two *methods* of comparison?

1. *The regular method*: Adjectives of *one syllable*, and some of *two syllables*, add **r** or **er** for the *comparative*, and **st** or **est** for the *superlative*; as, *old, older, oldest; ripe, riper, ripest.*

2. *The irregular method*: A few adjectives are compared by using different words; as, *good, better, best*.

When the adjective itself does not admit of variation how is comparison expressed?

By prefixing the adverb *more* for the *comparative* and *most* for the *superlative*; thus, pos. *studious*, comp. *more studious*, sup. *most studious*.

With what adjectives is this method used:

With all adjectives of *more* than *two* syllables, and *some* of two syllables; as, *intelligent, more intelligent, most intelligent*; *careful, more careful, most careful*.

What can you remark of this method?

It may be used with any adjective when not followed by its noun; as, "A form more fair, a step more light," etc.

All these methods express increase of the quality; how is decrease of the quality expressed?

To express *decrease* of the quality all adjectives prefix *less* for the *comparative* and *least* for the *superlative*; as, *wise, less wise, least wise*.

PECULIARITIES IN COMPARISON.

How are the endings of some adjectives changed in comparison?

The ending *y* after a *consonant* is changed into *i* before *er* and *est*; as, *happy, happier, happiest*; *dry, drier, driest*.

The *y* after a *vowel* is not changed; as, *gay, gayer, gayest*.

The *final consonant* after a single vowel in monosyllables is *doubled*; as, *hot, hotter, hottest; sad, sadder, saddest; thin, thinner, thinnest*.

What adjectives have two forms for the same degree?

Old, {	older, oldest,	Far, {	farther, farthest,
	elder, eldest;		further, furthest;
Near, nearer, {	nearest,	Late, {	later, latest,
	next;		latter, last.

What can you say of the syllable *most*?

The syllable *most* affixed to certain adjectives and adverbs gives them a superlative signification; as, *hind, hindmost; inmost, topmost*.

What force has the ending *ish*?

The ending *ish* expresses a slight degree of quality below the positive; as, *salt, saltish; sweet, sweetish*.

We say, *God is eternal*; can we say any thing is *more eternal*?

We can not; *eternal* does not admit of comparison.

What adjectives do not admit of comparison?

1. Adjectives which express *invariable* qualities; as, *eternal, almighty, single, double, etc.*

2. The definitive adjectives as a class.

Do we say, "This is *worser* than that;" "It is *most sweetest*?"

No; double comparatives and double superlatives are improper.

EXERCISE 74.

Tell the degree of the following adjectives:

1. Mary is a lovely girl, and the sweetest singer in the school.
2. James is the most studious pupil I have.
3. He is older and more intelligent than his little brother.
4. This is a rough road, but is less muddy than the other.
5. She is happier at home than in a noisy crowd.
6. Did you ever hear a heavier clap of thunder or see more vivid lightning?
7. The horse is a noble and useful animal.
8. Clara is prettier but less gentle than her oldest sister.

9. God is eternal in existence and infinite in wisdom. 10. Ripe fruit is healthier and more palatable than green. 11. The worst weeds grow with least cultivation, while the best fruits require the most care.

EXERCISE 75.

Put adjectives in the blank spaces; a positive in 1, a comparative in 2, a superlative in 3.

1. Minnie is a . . 1 . . girl, but Rose is a . . 2 . . one (Minnie is a *pretty* girl, but Rose is a *prettier* one). 2. She is . . 2 . . than her . . 1 . . sister. 3. Alice has the . . 3 . . dress in the company. 4. The elephant is the . . 3 . . land animal. 5. The horse is a . . 2 . . animal than the mule. 6. Gold is . . 2 . . and has a . . 2 . . luster than silver. 7. This peach is . . 2 . . and . . 2 . . than yours. 8. He is the . . 3 . . pupil in the school. 9. Gold is . . 2 . . and . . 2 . . than iron. 10. Mr. Smith owns a . . 1 . . house, and is the . . 3 . . man in the city.

EXERCISE 76.

Express the comparative and superlative degrees with the following adjectives:

Still.	Old.	Clear.	Careless.	Much.	Bright.	Industrious.
New.	Ill.	Ample.	Polite.	Mellow.	Free.	Excellent.

Write the comparison of the following:

Red.	Sly.	Dim.	Wet.	Lovely.	Hearty.
Dry.	Gray.	Flat.	Slim.	Lazy.	Wealthy.

EXERCISE 77.

Correct the errors in the following sentences:

1. Mary is studiouser than her sister. 2. Your dog is more big than mine. 3. The sun is the brighter of the heavenly bodies. 4. Thomas is a bad boy, but James is a badder one. 5. This girl is prettyer and gaier than her sister. 6. He is the learnedest man in the city. 7. London is a more large and populouser city than Paris. 8. She gave me the littlest apple, but it was the sweeter one she had. 9. Beech makes a hoter fire than pine, but gives a dimer light. 10. My pen is worser than it was before. 11. This lady is the most sweet singer and the elegantest dancer in the company. 12. It was the terriblest accident that ever happened on that road.

LESSON XXXV.

ARTICLES.

When I say, *Give me a book*, what do I mean?

You mean *any* book, no matter what one.

When I say, *Give me the book*, what do I mean?

You mean a *particular* book, either the one I may have in my hand or some book previously alluded to.

What are these words, *a* and *the*, which make this difference in meaning called?

ARTICLES.

What is an *article*?

An **article** is a word placed before a noun to *limit* or *define* its meaning.

What words are articles?

A, or *an*, and *the*.

Under what are these words often classed?

Under definitive adjectives.

What does *definite* mean?

Definite means *particular*.

Since then *the* book means a *particular* book, what kind of an article would you call *the*?

The is a *definite* article.

What does *indefinite* mean?

Indefinite means *not definite*, *not particular*.



Since *a* book means *no particular* book, what kind of an article is *a*?

A is an *indefinite article*.

When I say, *Give me an apple*, what does *an* mean?

An means the same as *a*; it implies *no particular* apple.

How then do *a* and *an* differ?

They are the same in meaning, and differ only in their use.

When do we use *an* instead of *a*?

An is used before the *vowels* (*a, e, i, o, u*), or before *vowel-sounds*; as, *an* apple, *an* echo, *an* idol, *an* oak, *an* uncle.

When do we use *a*?

A is used before *consonant-sounds*; as, *a* boat, *a* cat, *a* dog, *a* fan, etc.

Which letters are consonants?

All the letters of the alphabet except the vowels *a, e, i, o, u*.

The word *hour* begins with a consonant; would you say *a hour* or *an hour*?

An hour, because the *h* is silent and the word begins with a *vowel-sound*.

The word *one* begins with a vowel; would you say *an one* or *a one*?

A one, because *one* is pronounced as if spelled *wun*, hence it begins with a *consonant-sound*, and takes the article *a* before it.

Do we say, *an union, an eulogy*, etc.?

No; we say, *a union, a eulogy*, because these words are pronounced as if beginning with *y*; thus, *a yunion, a yeulogy*.

How many classes of articles are there?

Two; the *definite* and the *indefinite*.

Will you define each?

The *definite article* with a noun implies some *particular* object; as, "Give me *the* book."

The *indefinite article* with a noun implies *no particular* object; as, "Give me *a* book."

EXERCISE 78.

Supply the appropriate indefinite article in the blank spaces:

1. . . . boy has apple in cap (A boy has *an* apple in a cap). 2. Not tree nor herb was left on the ground. 3. The man bought goat and ewe. 4. . . . honest man is the noblest work of God. 5. They had elephant and hippopotamus in the caravan. 6. He advocated union of the states. 7. Cæsar was hero and historian; he wrote history of his campaigns.

EXERCISE 79.

Correct the errors in the following, and give the reason:

1. He was gone a hour and an half. 2. I met a old man riding upon an very old horse. 3. Many an one has fallen here. 4. He wrote an eulogy upon a uncle of his. 5. Charles has a apple and an peach. 6. That man is an hypocrite. 7. I met an one-armed man bearing an ewer of water. 8. George, where does a lesson begin? 9. I know a little boy who has the large black dog, and a dog's name is Max. 10. There was once the little girl whose father gave her the pretty bird. Her brother made the cage for a bird, and a little girl put a bird in a cage, and fed it every day.



CLASSES OF VERBS.

1. Here is another very busy picture. A picture to illustrate verbs, you know, is apt to be a busy one.

2. On one side a boy *beats* a *drum*; a horse *draws* a *cart*; the farmer *plows* the *ground*. On the other side a boy *spins* a *top*; the girl *rolls* her *hoop*, etc.

3. In the center below the man *walks*; the horse *runs*; the bird *flies*; the ship *sails*; the dog *barks*, etc.

4. In both cases the verbs express actions, but they do not express actions of the same kind. Let us compare them. On one side "The boy *beats* a *drum*;" on the other

“The man *walks*.” The verb *beats*, you observe, expresses an action which *passes over* to an object, *drum*; the boy *beats* something; he beats a *drum*. The act concerns two; the *boy*, who beats, and the *drum*, which is beaten. The verb *walks* expresses an action which does *not pass over* to any object; the man does not *walk* any thing. The act concerns but one, the *man* who walks. And so of all the other verbs; as, “The horse *draws* a *cart*,” “The horse *runs*,” etc.

5. Thus we see that verbs are divided, according to the nature of their actions, into two *classes*; one class expressing actions which require an *object*, the other expressing actions which do *not* require an *object*. The former are called *transitive verbs*; the latter *intransitive verbs*.

LESSON XXXVI.

TRANSITIVE AND INTRANSITIVE VERBS.

What is a verb? When I say, *The boy beats a drum*; *the man walks*; what are the words *beats* and *walks*?

Beats and *walks* are verbs, because they tell what the man does.

What difference is there between the acts expressed by these two verbs?

Beats expresses an action which *passes over* to an object, *drum*; while *walks* expresses an action which does *not pass over* to any object, but affects only the actor.

What does the word *transitive* mean?

Transitive means *passing over*.

What kind of a verb then may *beats* be called?

Beats is a *transitive verb*, because it expresses an act which *passes over* to an *object*.

The man cuts wood. What is the object of the verb *cuts*? What kind of a verb then is *cuts*, and why?

Cuts is a *transitive verb*, because it takes an *object*.

The horse draws the cart. What kind of a verb is *draws*? Why? Give other examples of transitive verbs.

The girl *reads* her book; the dog *bit* the boy; the farmer *plows* the ground.

What does *intransitive* mean?

Intransitive means *not passing over*.

In the sentence, *The man walks*, since *walks* expresses an action which does not pass over to any object, what kind of a verb is *walks*?

Walks is an *intransitive verb*, because it does *not* take an *object*.

The dog barks. Does the dog *bark* any thing? What kind of a verb then is *barks*? Give other examples of intransitive verbs.

The ship *sails*; the bird *sits* upon her nest; the tree *grows*.



Write three sentences about the picture, each containing a transitive verb. Write three, each containing an intransitive verb.

How many classes of verbs are there?

Two; *transitive* and *intransitive*.

Will you define and illustrate each?

A **transitive verb** is one that takes an *object*; as, "He *strikes* the dog."

An **intransitive verb** is one that does *not* take an *object*; as, "The sun *shines*."

LESSON XXXVII.

TRANSITIVE AND INTRANSITIVE VERBS (CONTINUED).

The farmer *sows* the grain. What kind of a verb is *sows*? Why? What is its object?

The farmer *sows* in spring and reaps in autumn. What is the object of *sows* here?

Its object is *omitted*, but can be supplied without changing the sense of the sentence; thus, "The farmer sows (*the seed*) in spring and reaps (*the grain*) in autumn."

What kind of verbs then are *sows* and *reaps*?

When a verb is used without an object how do you determine whether it is transitive or not?

If an object can be supplied without impairing or changing the sense of the sentence, the verb is transitive; as, I *wrote* (*a letter*) to my brother this morning.

When we say, *She reads a book*, what kind of a verb is *reads*? Why? What is its object?

When we say, *She reads well*, what do we mean?

She is a good reader. Here we regard merely the *act* of reading with no reference to an object.

What kind of a verb is *reads* here, and why?

It may be regarded here as an *intransitive verb*, because its object is too indefinite to be supplied without impairing the sense of the sentence.

What principle can you give for such instances?

Transitive verbs may become *intransitive* when we have regard merely to the *action*, with no reference to an object; as, "We *ride* out each day;" "That horse *kicks*;" "Our teacher *whips* severely."

Birds fly in the air. What kind of a verb is *fly*? Why?

When I say, *The boys fly their kite*, how is the verb *fly* used here?

It is used in a *causative* sense; thus, "The boys *cause* the kite to fly."



What kind of a verb is *fly* in this sentence?

A *transitive verb*, because it takes an object, *kite*.

Will you give other examples of this kind?

Walk your horse over this bridge; He *works* his men too hard.

The horse ran down the hill. What kind of a verb is *ran*? Why? The horse ran a race. What kind of a verb is *ran* here?

Ran is here a *transitive verb*, because it takes an object, *race*.

What can you remark of this object?

The *object* is *akin* to the verb in meaning; *ran* and *race*.

Give other examples of this kind.

He *lived* a happy life and *died* a peaceful death.

They talked foolishly. What kind of a verb is *talked*? Why? When I say, *They talked the hours away*, how is *talked* used here?

It is used *transitively*, and takes an object, *hours*.

What principle can you give for the last three cases?

An *intransitive verb* may become *transitive*—

1. When used in a *causative* sense; as, "He *trotted* his horse over the bridge;" i. e., *caused* the horse to trot, etc.

2. With an *object akin* to the verb in meaning; as, "He *ran* a race."

3. In some *poetic expressions*, to give animation and boldness to the style; as, "They *talked* the hours away;" "*Look* danger in the face."

A man soon becomes old; this dress becomes the girl. What kind of a verb is *becomes* in each sentence?

It is *intransitive* in the first and *transitive* in the second.

What principle can you give for such instances?

The same verb may be *transitive* or *intransitive* in different meanings.

Will you give other examples of this kind?

Intransitive—He *succeeds* in all his plans.

Transitive—The prince *succeeds* the king.

Tell in which of these sentences the verb is *transitive* and in which *intransitive*:

- { She *looked* pleasantly upon him.
- { She *looked* daggers at him.
- { The thunder *rolls* heavily overhead.
- { The girl *rolls* her hoop.
- { The general *swam* his horse across the river.
- { The sailor *swam* from the sinking ship.
- { His bosom *burns* with fierce anger.
- { The fire *burns* the wood.
- { The man *set* five trees in a row.
- { The sun *set* behind a cloud last night.
- { The men *stood* around the fire.
- { The soldiers *stood* their ground bravely.

EXERCISE 80.

Tell which verbs are transitive and which intransitive, and name the objects of the former:

1. Farmers plow the ground.
2. The boy fell from the tree and broke his leg.
3. The sun shines upon the earth.
4. How fast the grass grows!
5. The little bird sits upon the tree and sings a sweet song.
6. Good children love and obey their parents.

7. The birds fly higher than the boys fly their kite. 8. The dog runs and jumps and barks at the cat. 9. Bang went the gun, and away flew the bird. 10. The rain falls and waters the thirsty soil. 11. The army marched rapidly to the field. 12. The boy struck the horse, and the horse ran away. 13. The captain marched his men to the edge of the ditch. 14. The hog broke down the gate, and then went into the garden and ate the cabbages. 15. The men stood their ground bravely, for their captain stood before them.

EXERCISE 81.

Put a transitive verb in 1, and an intransitive in 2:

1. The dog . . 1 . . the pig, and the pig . . 2 . . (The dog *bit* the pig, and the pig *squealed*). 2. The horse . . 2 . . over the fence. 3. The hunter . . 1 . . the fox in a trap. 4. We . . 1 . . tea and coffee. 5. The dog . . 2 . . at the boy, and the boy . . 2 . . away. 6. The woodman . . 1 . . the wood, and the fire . . 1 . . it. 7. How green the fields . . 2 . . ! 8. The blind man . . 2 . . slowly, and . . 1 . . his way with his cane. 9. The men . . 2 . . in the day-time, and . . 2 . . at night. 10. God . . 1 . . the world and all things that . . 2 . . in it. 11. Who . . 1 . . that fine house which . . 2 . . upon the hill? 12. A burglar . . 2 . . into the house and . . 1 . . a gold watch.

EXERCISE 82.

Write three sentences with each of these nouns: the first containing a transitive verb, the second an intransitive, the third both:

1. Cow.	Ex.:	{	<i>Tran.</i> , The cow <i>gives</i> milk.
			<i>Intran.</i> , The cow <i>goes</i> to the pasture.
			<i>Both</i> , The cow <i>lies</i> down and <i>chews</i> her cud.
2. Sheep.	4. Girls.	6. Earth.	8. Sun.
3. Teacher.	5. Snow.	7. Soldier.	9. King.
			11. Ship.

12. Write an original sentence containing an intransitive verb used as transitive. 13. One containing a transitive verb used as intransitive. 14. Two containing the same verb, transitive in one and intransitive in the other.



PROPERTIES OF VERBS—TENSE.

1. This boy now *walks* very fast; he *has walked* two miles to-day. He *walked* five miles yesterday, and he *had walked* three miles before that time. He *will walk* two miles more to-morrow, and then he *will have walked* in all twelve miles.

2. Now these verbs, *walks*, *walked*, *will walk*, etc., tell what the boy does, and they also show *when* he does it; thus, *walks* shows that he performs the act *now*; *walked*, that he did it in some *past time*; and *will walk*, that he will do it in some *future time*.

3. Thus we see that verbs have a certain property to indicate *time*. This property is called TENSE.

LESSON XXXVIII.

TENSE.

How many natural divisions of *time* are there?

Three; *present*, *past*, and *future*.

When I say, *The boy walks*, or *The boy is walking*, what *time* is referred to?

Present time, because it indicates what is now taking place.

What does the word *tense* mean?

Tense means *time*.

In what *tense* then would you call the verb *walks* in the sentence, *The boy walks*, and why?

Walks is in the *present tense*, because it refers to *present time*.

The girl writes. In what *tense* is *writes*? Why? What then does the *present tense* of verbs express?

The *present tense* represents the act or state as taking place in *present time*.



Give other examples of the *present tense*.

The sun *shines*; the boys *play*; the birds *build* their nests.

Write two sentences about the *cubs* in the picture, containing verbs in the *present tense*.

When I say, *The boy has walked two miles*, what does the sentence imply?

That he has now *finished* or *completed* two miles.

What *time* is referred to?

Present time.

What does *perfect* mean?

Perfect means *finished* or *complete*.

Since *has walked* refers to *present time*, and also represents the act as *finished*, in what tense would you call it?

Has walked is in the *present-perfect tense*.

I have written a letter. In what tense is *have written*? Why? What then does the *present-perfect tense* express?

The *present-perfect tense* represents the act or state as *finished* at the *present time*.

Give other examples of the present-perfect tense?

School *has closed*; I *have dined*; my uncle *has bought* a horse.

Write two sentences about the picture of the *cubs* containing verbs in the present-perfect tense.

When I say, *The boy walked*, what *time* is referred to?

Any *past time*; since you can say he walked yesterday, or last week, or last year.

In what tense then is the verb *walked*?

Walked is in the *past tense*, because it refers to *past time*.

Mary went to school. In what tense is *went*? Why? What then does the *past tense* express?

The *past tense* represents that the act or state took place in *past time*.

Give other examples of the past tense.

The bird *sang*; the cars *ran* off the track; I *visited* Europe last summer.

Write two sentences about the picture, containing verbs in the past tense.

When I say, *The boy had walked a mile before dinner*, what is implied?

That he had *finished* or *completed* the action at that time.

What *time* is referred to?

Past time.



Since *had walked* refers to *past time*, and also represents the action as *finished*, in what tense would you call it?

Had walked is in the *past-perfect tense*.

The girls *had played* an hour when I called them. In what tense is *had played*? Why?

What does the *past-perfect tense* express?

The *past-perfect tense* represents the act or state as *finished* at some *past time*, either mentioned or implied.

Give other examples of the past-perfect tense.

We *had dined* before he came; he *had slept* an hour when I awoke him.

Write two sentences about the picture of the *cubs* containing verbs in the past-perfect tense.

When I say, *The boy will walk*, what *time* is referred to?

Any *future time*; as, to-morrow, next week, or the next minute.

In what *tense* then would you call the verb *will walk*?

Will walk is in the *future tense*, because it refers to *future time*.

I shall visit my cousin to-morrow. In what tense is *shall visit*? Why? What then does the *future tense* express?

The *future tense* represents that the act or state will take place in *future time*.

Give other examples of the future tense.

He *will return* this evening; it *will rain* to-morrow.



Write three sentences about this picture containing verbs in the future tense.

When I say, *The boy will have walked twelve miles when he reaches home*, what do I mean?

That the act will be *finished* at that time.

What *time* is referred to?

Future time, since the boy has not yet reached home.

Since *will have walked* refers to *future time*, and also indicates that the act will be *finished* at that time, in what tense would you call it?

Will have walked is in the *future-perfect tense*.

The sun will have set before he arrives. In what tense is *will have set*? Why?

What does the *future-perfect tense* express?

The *future-perfect tense* represents the act or state as *finished* at some *future time*, either mentioned or implied.

Give other examples of the future-perfect tense.

I *shall have finished* my letter by noon; the mail *will have gone* before you reach the office.

Write two sentences about the last picture containing verbs in the future-perfect tense.

LESSON XXXIX.

TENSE (CONTINUED).

What is *tense*?

Tense is that property of the verb by which it indicates *time*.

How many tenses have verbs?

Six; *present*, *present-perfect*, *past*, *past-perfect*, *future*, *future-perfect*.

Will you define and illustrate each?

The **present tense** represents the act or state as taking place in *present time*; as, "The boy *walks*."

The **present-perfect tense** represents the act or state as *finished* at the *present time*; as, "The boy *has walked* two miles."

The **past tense** represents that the act or state took place in *past time*; as, "The boy *walked* yesterday."

The **past-perfect tense** represents the act or state as *finished* at some *past time*, either mentioned or implied; as, "The boy *had walked* two miles when I met him."

The **future tense** represents that the act or state will take place in *future time*; as, "The boy *will walk* to-morrow."

The **future-perfect tense** represents the act or state as *finished* at some *future time*, either mentioned or implied; as, "The boy *will have walked* twelve miles when he reaches home."

By what *signs* may these tenses be known?

The *present* by its having no sign except the *simple form* of the verb; as, "I *write*; he *writes*."

The *present-perfect* by the sign *have* or *has*; as, "I *have* written; he *has* written."

The *past* by the ending *ed* in regular verbs; as, "I *walked*;" and by a change of form from the present in irregular verbs; as, "I *wrote*."

The *past-perfect* by the sign *had*; as, "I *had* written."

The *future* by the sign *shall* or *will*; as, "I *shall* write; he *will* write."

The *future-perfect* by the sign *shall have* or *will have*; as, "I *shall have* written; he *will have* written."

Name the *tense* of each of these verbs: *went, see, loves, have gone, will try, had seen, will have loved, learn, saw, shall have played.*

Tell the *tense* of each verb in the following sentences:
 I *wrote* a letter; when I *had written* it I *sealed* it. My brother *will carry* it to the mail-boat; he *has started* with it, but I *fear* the boat *will have gone* before he *arrives*.

Write a sentence about the picture containing the present tense of *feed*. One containing the present-perfect of *hatch*. One containing the past of *see*. One



containing the past-perfect of *go*. One containing the future of *grow*. One containing the future-perfect of *fly*.

What are the natural divisions of time?

Present, past, and future.

In how many ways may an act be represented in each division?

In two ways; as *continuing* or as *completed* at that time.

To how many *tenses* do these several ways give rise?

To two in each division of time; making six in all.

Will you illustrate this division?

PRES. TIME.	{	<i>Present tense,</i>	He <i>walks</i> , or <i>is walking</i> .
	{	<i>Pres.-perf. tense,</i>	He <i>has walked</i> .
PAST TIME.	{	<i>Past tense,</i>	He <i>walked</i> , or <i>was walking</i> .
	{	<i>Past-perf. tense,</i>	He <i>had walked</i> .
FUT. TIME.	{	<i>Future tense,</i>	He <i>will walk</i> .
	{	<i>Fut.-perf. tense,</i>	He <i>will have walked</i> .

NOTE.—The author has given the usual number of tenses, although our verb has of itself only two, the present and the past, unless the perfect participle of certain irregular verbs is called a tense. The other so-called tenses are formed by placing before the infinitive or participle the present and past tenses of another verb. To call a combination of four different verbs, as “will have been ruled,” a tense of *ruled* is not “*parsing*” in any proper sense of the term. The properties and relations of the words are best shown by parsing each word separately; thus, *will*, a verb pres. indic. agreeing with the subject; *have*, a verb pres. infin. depending upon *will*; *been*, a participle perf. from the verb *be*, referring to the subject; and *ruled*, a participle perf. passive from the verb *rule*, and referring to the subject.

USE OF THE TENSES.

What special uses has the present tense?

1. To express what is *customary* or *always true*; as, “I rise at five o’clock;” “God is eternal.”
2. In *lively narrations* to impart animation to the style; as, “The soldiers *rush* on and *scale* the walls.”
3. It sometimes refers to *future time*; as, “When he *comes* he will hear the news.”

What does the present-perfect tense express? When may this tense be used in speaking of *past* events?

When the act of the verb is limited by no *specified interval* of past time, but conveys an *allusion* to the *present*, as in the following cases:

1. When the *subject* still *exists*; as, “The general (if still alive) *has fought* many battles.”
2. When the *act* or *state* *continues* to the *present time*; as, “This house (if still standing) *has stood* twenty years.”
3. When the *result* still *exists*; as, “Cicero *has written* orations (if they still exist).”

When can the present-perfect tense *not* be used in speaking of past events?

1. When the act of the verb is limited by a *specified interval* of past time; as, “The general *fought* (not *has fought*) many battles in the last war.”
2. When there is *no allusion* to the *present time* in the subject, the act, or its result; as, “Napoleon (who is dead)

fought many battles;" "That house (not standing now) *stood* ten years;" "Cicero *wrote* poems (which do not now exist.)"

May this tense refer to *future* time?

Yes; when used in a clause which is subordinate to another in the future tense; as, "He will come when he *has finished* his work."

Correct the errors in the following, and give the principle:

1. God was eternal. 2. Our teacher taught us that the earth was round. 3. Washington has gained many victories. 4. I have visited Europe last summer.

EXERCISE 83.

Tell the tense of each of the following verbs:

1. The cook bakes bread. 2. The train will have gone before you reach the depot. 3. Mary recited her lesson correctly. 4. My cousin will visit us to-morrow. 5. The boat had started when I reached the wharf. 6. The merchants have received their new goods. 7. I called for the money, but the clerk had gone. 8. He left the city yesterday, and will return to-morrow. 9. By the time you reach home the sun will have set.

EXERCISE 84.

Supply verbs; a present tense in 1, a present-perfect in 2, a past in 3, a past-perfect in 4, a future in 5, a future-perfect in 6:

1. The birds . . 1. . . their nests in spring (The birds *build* their nests in spring). 2. The fox . . 4. . . six miles when the dogs . . 3. . . him. 3. You . . 5. . . the boat; it . . 3. . . at six o'clock. 4. The committee . . 6. . . its session by nine o'clock. 5. John . . 1. . . diligently, and he . . 5. . . a wise man. 6. I . . 3. . . the check, but the bank . . 4. . . payment.

EXERCISE 85.

Write six sentences with each verb, using it in each tense:

- | | | | |
|----------|----------|--------------------|---|
| 1. Play. | EXAMPLE: | <i>Present,</i> | The girls <i>play</i> in the garden. |
| | | <i>Pres-perf.,</i> | We <i>have played</i> that game to-day. |
| | | <i>Past,</i> | The boys <i>played</i> ball yesterday. |
| | | <i>Past-perf.,</i> | We <i>had played</i> an hour when the teacher called. |
| | | <i>Future,</i> | We <i>shall play</i> cricket to-morrow. |
| | | <i>Fut-perf.,</i> | They <i>will have played</i> six games before night. |
2. Run. 4. Love. 6. Know. 8. Drive. 10. Fly.
 3. Sing. 5. Catch. 7. Commence. 9. Go. 11. Receive.



PROPERTIES OF VERBS—MOOD.

1. When I say, "The boys *play*," I mean that the act of playing really takes place; that is, I *declare* the fact.

2. When I say, "*Play*, boys," I express a *command* or *request*; and when I say, "Boys love *to play*," I express the act as *objective* and *unlimited* by any agent.

3. These different ways of representing an act or state are called *Moods*.

LESSON XL.

MOODS.

When I say, *The boys play*, what is my purpose?
To *declare* some fact; viz., that the boys play.
What does the word *mood* mean?

Mood means *manner*.

What does *indicative* mean?

Indicative means *indicating* or *declaring*.

In what *mood* then would you call the verb *play* in the sentence, *The boys play*?

In the *indicative mood*, because it *declares* a fact.

The girls have recited their lessons. In what mood is *have recited*? Why? What then does the indicative mood express?

The *indicative mood declares* the act or state as a fact, or asks it as a question.

Give other examples of the indicative mood.

We *shall receive* a letter to-morrow; the dog *barks*; *has* the train *arrived*?

Write two sentences about the picture containing verbs in the *indicative mood*.

When I say, *Play, boys*, what does *play* express here?

It expresses a *command* or *request*.

What does *imperative* mean?

Imperative means *commanding*.



In what mood then would you call *play* above?

In the *imperative mood*, because it expresses a *command*.

Give me my book. In what mood is *give*? Why? What besides a *command* may this mood express?

An *entreaty*, as "Oh! *save* my child;" a *permission*, as "*Let* me go."

What then does the imperative mood express?

The *imperative mood* expresses a *command*, an *entreaty*, or a *permission*.

Give other examples of this mood.

Soldiers, *stand* firm; *walk* in, gentlemen.

When I say, *Boys love to play; I love to play*; how is the verb *to play* used here?

In a general manner, *unlimited* by the person or number of a subject.

What does *infinitive* mean?

Infinitive means *unlimited*.

In what mood then may we call *to play* above?

In the *infinitive mood*.

He intends to buy a house. In what mood is *to buy*?
What does the infinitive mood express?

The *infinitive mood* expresses the act or state in a *general manner, unlimited* by the person or number of the subject.

Give other examples of this mood.

I desire *to learn*; he went *to see* his friends;
I heard him *speak*.

Write two sentences about the picture containing verbs in the imperative mood. Two containing verbs in the infinitive mood.

What are *moods*?

Moods are the different modes of representing the act or state expressed by the verb.



How many moods have verbs, and what are they?

Three; *indicative, imperative, and infinitive*.

Will you now define and illustrate each mood?

The **indicative mood** *declares* the act or state as a fact, or asks it as a question; as, "The sun *shines*;" "*Has* he *gone*?"

The **imperative mood** expresses the act or state as a *command*, an *entreaty*, or a *permission*; as, "*Remember* thy Creator."

The **infinitive mood** expresses the act or state in a *general manner*, unlimited by the person or number of the subject; as, "We desire *to improve*."

SIGNS OF THE MOODS.

By what signs may the several moods be known?

The *indicative* by its having *no sign* except simply declaring or asking something; as, "The rain *falls*;" "*Has* the sun set?"

The *imperative* by its subject *thou* or *you*, which is generally omitted; as, "*Go* (*you*) to your seats."

The *infinitive* by the sign *to* (to be parsed with the verb), either expressed or implied; as, "They wish *to* sleep;" "I heard the clock (*to*) strike."



The captain ordered the soldiers to march. In what mood is *ordered*? In what mood is *to march*? Why?

Oh! try to save the child! In what mood is *try*? Why? In what mood is *to save*? Why?

Write three sentences about the picture, using verbs in the three moods—*first*, the indicative; *second*, the imperative; *third*, the infinitive.

What other moods do some grammarians give?

A potential mood and a subjunctive mood.

What can you say of the potential mood?

It is a combination of the indicative and infinitive; thus, in the sentence "I can rule," *can* is a verb by itself, and *declares* as forcibly as any verb; *can* is therefore in the indicative mood, while *rule* is in the infinitive mood without the sign *to*. The same is true of the other potential forms, "I may rule," "I might have ruled," etc.

What can you say of the subjunctive mood?

It is now seldom employed, the indicative form being used in its stead; thus, the subjunctive form, "If he *come*, I shall see him," is rarely used in writing and more rarely in speaking. The indicative form, "If he *comes*, I shall see him," is preferred.

What may be said of such expressions as "Were he here," etc.; "Were I in your place," etc.?

They are inverted forms for "If he was (were) here," etc.; "If I was (were) in your place," etc. The reason that *were* is used instead of *was* in these forms seems to be because *was* would imply that the question was asked; as, "Was he here?" etc.

What may these inverted expressions be called?

The *hypothetical form* of the verb, since they always imply a *hypothesis* without expressing it; thus, "Were he here" is equivalent to "If he was (were) here," etc.

NOTE.—The verb *be* presents the only form that has any claim to the subjunctive mood; this is the form *were* in the third person singular in such expressions as "If he *were* sick, I should know it;" and this in the language of to-day is indicative; thus, "If he *was* sick, I should know it." An examination of the following examples will show how slight a claim even the verb *be* presents to a subjunctive mood: "If he *be* sick, I shall know it;" "If he *is* sick, I shall know it;" "If he *were* sick, I should know it;" "If he *was* sick, I should know it." In the first of these sentences *be* is the real indicative present of the verb *be*; the forms *am*, *art*, *is*, etc., having been derived from a different Saxon verb. All the futurity that *be* expresses

it borrows from the *shall* which follows. *Is* may express this borrowed futurity as well as *be*, and so may any other present form; thus, "If he is sick to-morrow, I shall know it;" "If he *comes* to-morrow, I shall see him." The peculiar use of *were* in the third sentence is also borrowed indirectly from the *should* which follows. It is thrown into the past tense, though it refers to present time, because *should*, upon which it depends, is in the past tense, while referring to present time. *Were*, it is true, denies the *present* sickness of its subject, but not more strongly than *should* denies the *present* knowledge of *its* subject. *Was* sick implies the same denial, and both of them have it by implication from *should*. The indicative forms *is* and *was* are now more generally used; thus, "If he *is* sick, I shall know it;" and "If he *was* sick, I should know it."

EXERCISE 86.

Tell the mood of each verb in these sentences:

1. Fruits ripen in the autumn.
2. The ladies sang, and played upon the piano.
3. Have you learned to read?
4. It had begun to rain when we started.
5. Unless it rains very soon our plants will wither.
6. Come in, girls; school has begun.
7. He talks as if he was a king.
8. Take care lest you fall.
9. My friends, spend not your time in idleness, but strive to improve every moment.
10. Lord remember me when thou comest into thy kingdom.

EXERCISE 87.

Put a verb in the indicative mood in 1, one in the imperative in 2, and one in the infinitive in 3:

1. John . . 1 . . a large fish (John *caught* a large fish).
2. The river . . 1 . . under the bridge.
3. Charles, . . 2 . . me your book; I wish . . 3 . . my lesson.
4. I . . 1 . . the clock . . 3 . .
5. My brother . . 1 . . to the city yesterday . . 3 . . his friend.
6. Boys, . . 2 . . a few minutes; I am almost ready . . 3 . .
7. . . 2 3 . . something useful every day.
8. . . 2 . . us . . 3 . . home before it . . 1 . .

EXERCISE 88.

Write three sentences with each verb, using it in each mood:

- | | | |
|---------------|------|---|
| 1. Go. | Ex.: | $\left\{ \begin{array}{l} \text{Indicative, The boys } go \text{ to school.} \\ \text{Imperative, Go to your work, sir.} \\ \text{Infinitive, I intend to go to Europe next summer.} \end{array} \right.$ |
| 2. Give. | | |
| 3. Love. | | |
| 4. Tell. | | |
| 5. Come. | | |
| 6. Make. | | |
| 7. Catch. | | |
| 8. Do. | | |
| 9. See. | | |
| 10. Study. | | |
| 11. Remember. | | |



PROPERTIES OF VERBS—VOICE.

1. Of this picture we may say, “The man *drives* the horse,” or “The horse *is driven* by the man.”

2. These two sentences convey the same meaning, although the verb in each is in a different form, and has a different subject. In one the agent or doer, *man*, is the subject, and is represented as *acting*; as, “The man *drives*,” etc. In the other the object, *horse*, is the subject, and is represented as *acted upon*; thus, “The horse *is driven*,” etc.

3. These different forms of the verb are called VOICES. They will be the subject of the next lesson.

LESSON XLI.

VOICE.

In the sentence, *The man drives the horse*, how is the subject, *man*, represented?

As performing the act of the verb, or as *active*.

What is meant by *voice* in grammar.

Voice is a property of the verb by which it shows the *active* or *passive* state of its subject.

In what voice is *drives* in the sentence, *The man drives the horse*?

Drives is in the *active voice*, because it represents its subject as *acting*.

The horse draws the cart. In what voice is *draws*? Give other examples of the active voice.

The sun *warms* the earth; the dog *caught* the rabbit.

In the sentence, *The horse is driven by the man*, how is the subject, *horse*, represented?

As *receiving* or *suffering* the act of the verb.

What does *passive* mean?

Passive means *suffering* or *receiving*.

In what voice then is *is driven*, and why?

Is driven is in the *passive voice*, because it represents its subject as *passive*.

The cart is drawn by the horse. In what voice is *is drawn*? Why? Give other examples of the passive voice.

The earth *is warmed* by the sun; the letter *was written* by the boy; the thief *has been caught*.

What is always the subject in the active voice?

The *agent* or *doer* of the act expressed by the verb.

What is the subject in the passive voice?

The *object* of the action.

What verbs only can have a passive voice?

Only *transitive verbs*, because they only admit of objects.

How many voices have transitive verbs?

Two; the *active* and the *passive*.

Will you define and illustrate each?

The **active voice** represents the subject as *performing* the act of the verb; as, "The boy *tore* the book."

The **passive voice** represents the subject as *suffering* the act of the verb; as, "The stone *is thrown* by the boy."



Write two sentences about the picture containing verbs in the passive voice. Two containing verbs in the active voice.

Columbus discovered America. In what voice is *discovered*? How may the sentence be changed to the passive form?

By making the *object* in the active the *subject* in the passive; thus, "America was discovered by Columbus."

Men build houses. Change this sentence to the passive form. What verbs have the passive voice?

When may an intransitive verb be used in the passive voice?

1. When its subject is *akin to the verb* in meaning; as, "The race *was run*."

2. When it is *combined* with a *preposition* which in the active voice would govern the subject of the passive; as, "I *was fired at* by the sentinel."

How is the active voice sometimes used?

The active voice is sometimes used in a *passive* sense; as, "Butter *sells* (*is sold*) at fifty cents a pound;" "This cloth *wears* well."

When is the passive voice a convenient form of expression?

When we wish to state an *act* without naming the *actor*; as, "My umbrella *has been taken*."

Write a sentence about the picture containing the verb *draw* in the active voice. One containing it in the passive.

Write the same with *rides*. Write the same with *convey*. The boat *draws* easily on the water. How is *draws* used here?



NOTE.—The status of *voice* does not seem to the author wholly satisfactory. The English verb of itself, aside from the participle, can not be said to have a passive voice. We make a passive voice by joining the participle of a verb to some form of the verb *be*; thus, "He *is ruled*," "He *has been ruled*." It is best, in the author's view, to parse the words separately, giving the *participle* alone the property of voice, according as it represents the subject as the *doer* or the *receiver* of the action. That the verb *be* does not always indicate the passive voice is shown in the expressions "He *is ruling*," "He *was writing*." In the sentences "He *is ruling*" and "He *is ruled*" it is the *participle* alone which indicates the active or passive state of the subject. The mode of parsing proposed here and under "tense" is preferable for several reasons: *First*, it is more simple; *second*, it is more analytic, and shows better the relations which words sustain to one another; *third*, it enables us to parse forms which can not be parsed by the old method, and which have therefore been held as incorrect. Such expressions as "He *is gone*," "His money *was all gone*," "The train *had been gone* an hour," "Babylon *is fallen*," "The days *are come*," "The years *are*

fled," seem to be well established. They are due to the fact that our perfect participle active is not distinct in form from the perfect passive. These forms are parsed with no difficulty in the manner proposed; thus in the sentence "He is gone," *is* is a verb agreeing with *he*, and *gone* a perfect participle active referring to *he*.

EXERCISE 89.

Tell which verbs are in the active voice and which in the passive:

1. Farmers raise corn.
2. The corn was ground by the miller.
3. John borrowed his sister's book, which was covered with cloth.
4. This ring was given to me by my cousin Mary.
5. Posts were driven into the ground, and upon these they built their houses.
6. The waves rocked the ship which was anchored in the bay.
7. The soldier fought bravely, but was at last captured.
8. The house will be consumed before the firemen arrive.
9. This fine dwelling is owned by Mr. Smith, who bought it last year.
10. The old oak, which had withstood the storms of a century, was at last uprooted by the tempest.

EXERCISE 90.

Change the verbs to the passive voice so as to preserve the same sense:

1. Romulus founded Rome.
2. Ships transport goods across the ocean.
3. The Chinese cultivate the tea-plant.
4. The hail will destroy our vines.
5. The moon raises tides upon the ocean.
6. Wars have caused many miseries.

Change the verbs to the active voice so as to preserve the same sense:

7. The earth is warmed by the sun.
8. Trees and houses are often struck by lightning.
9. Many large islands have been formed by the little coral polyp.
10. Water is changed into ice by cold.
11. Pompeii and Herculaneum were buried by an eruption of Mt. Vesuvius.

EXERCISE 91.

Write two sentences with each of these verbs, using the active voice in one and the passive in the other:

1. Throw. Ex.: { *Active*, The boys *throw* stones at the frogs.
 { *Passive*, The man *was thrown* from his carriage.
2. Catch. 4. Build. 6. Write. 8. Sell. 10. Buy.
3. Make. 5. Find. 7. Strike. 9. Give. 11. See.

12. Write an original sentence having an *intransitive verb* used in the *passive voice*. 13. Write one containing the *active voice* used in a *passive sense*.

LESSON XLII.

PERSON AND NUMBER.

We may say *I love*, but not *thou love*. Why?

Because the pronoun *thou* is of the second person, and the verb must change its form to agree with this person; thus, *I love*; *thou lovest*.

Since *lovest* is the form of the verb peculiar to the subject *thou*, of what person is it?

Lovest is of the second person, because its subject, *thou*, is of that person.

In the sentence, *I write*, of what person is *write*? Why? We say also *the boy loves*, but not *the boys loves*. Why?

Because the subject *boys* is of the plural number, and the verb must change its form to suit this number; thus, *The boy loves*; *the boys love*.

Of what number is *love* in the sentence, *The boys love*?

Love is of the plural number, to agree with its subject, *boys*, which is of that number.

What two properties then have verbs in common with their subjects?

Person and *number*.

How many properties have verbs, and what are they?

Five; *tense*, *mood*, *voice*, *person*, and *number*.

How many *tenses* have verbs, and what are they?

Six; *present*, *present-perfect*, *past*, *past-perfect*, *future*, *future-perfect*.

How many *moods* are there, and what are they?

Three; *indicative*, *imperative*, *infinitive*.

How many *voices* have verbs, and what are they?

Two; *active* and *passive*.

How many *persons*, and what are they?

Three; *first*, *second*, and *third*.

How many *numbers*, and what are they?

Two; *singular* and *plural*.

REGULAR AND IRREGULAR VERBS.

Which parts of a verb are called the *principal parts*?

The **principal parts** are the *present* (the form given in dictionaries), the *past*, and the *perfect participle* (the form which makes sense with *having* or *having been* before it).

Why are these called the *principal parts*?

Because all the other parts may be derived from them.

Will you give the principal parts of the verb *rule*?

Present *rule*, past *ruled*, perfect participle *ruled*.

Give the principal parts of *call*.

Pres. *call*, past *called*, perf. part. *called*.

How are the past tense and perfect participle of these verbs formed?

Those of *rule* by adding *d* and those of *call* by adding *ed* to the present.

Since this is the *regular* manner of forming the past tense and perfect participle of English verbs, what are such verbs as *rule* and *call* called?

Regular verbs.

What then are *regular verbs*?

Regular verbs are those which form their *past tense* and *perfect participle* by adding *d* or *ed* to the present.

When is *d* alone added, and when *ed*?

When the present ends in *e*, *d* alone is added; as, *save*, *saved*, *saved*; otherwise *ed* is added; as, *fail*, *failed*, *failed*.

Give other examples of regular verbs.

Move, moved, moved; defend, defended, defended.

We say, *I take*, *I took*, (*having*) *taken*. What then are the principal parts of the verb *take*?

Pres. *take*, past *took*, perf. part. *taken*.

Since these parts are not formed regularly like those of *love*, *call*, etc., what kind of a verb would you call *take*?

An *irregular verb*.

What then are *irregular verbs*?

Irregular verbs are those which do *not* form their *past tense* and *perfect participle* by adding *d* or *ed* to the present.

Will you give other examples of irregular verbs?

See, saw, seen; write, wrote, written; catch, caught, caught; go, went, gone.

Into what classes are verbs divided, and what are they?

Regular and *irregular*, according to their *form*; *transitive* and *intransitive*, according to their *nature*.

LESSON XLIII.

CONJUGATION OF VERBS.

What does *conjugate* mean?

To *yoke* or *combine* together.

What then is meant by the *conjugation* of a verb?

A *combination* of its different forms, so as to exhibit its various properties in a *regular scheme*.

What is a regular verb? What is an irregular verb? Will you give the principal parts of the irregular verb *be*?

Pres. *be*, past *was*, perf. part. *been*.

What can you say of this verb?

It is the most irregular verb in the language, and is used to help form the passive voice of all transitive verbs.

CONJUGATION OF THE IRREGULAR VERB "BE."

INDICATIVE MOOD.

SINGULAR.	PRESENT TENSE.	PLURAL.
1st Person, I am,		1st Person, We are,
2d Person, Thou art,		2d Person, You are,
3d Person, He is;		3d Person, They are.

PRESENT-PERFECT TENSE.

1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been;	3. They have been.

PAST TENSE.

1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was;	3. They were.

PAST-PERFECT TENSE.

1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been;	3. They had been.

SINGULAR.	FUTURE TENSE.	PLURAL.
1. I shall <i>or</i> will be,	1. We shall <i>or</i> will be,	
2. Thou shalt <i>or</i> wilt be,	2. You shall <i>or</i> will be,	
3. He shall <i>or</i> will be;	3. They shall <i>or</i> will be.	

FUTURE-PERFECT TENSE.

1. I shall have been,	1. We shall have been,
2. Thou wilt have been,	2. You will have been,
3. He will have been;	3. They will have been.

IMPERATIVE MOOD.

2. Be (thou), <i>or</i> do (thou) be;	2. Be (you), <i>or</i> do (you) be.
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INFINITIVE MOOD.

<i>Present</i> , To be;	<i>Pres.-perf.</i> , To have been.
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PARTICIPLES.

<i>Imperfect</i> , Being;	<i>Perfect</i> , Been <i>or</i> having been.
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EXERCISE 92.

Give a synopsis of the verb *be*, with the following pronouns, as in the example:

1. I.	2. Thou.	3. He.	4. We.	5. You.	6. They.
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EXAMPLE: Synopsis with *thou*.

INDICATIVE MOOD.

<i>Present</i> ,	Thou art.	<i>Pres.-perf.</i> ,	Thou hast been.
<i>Past</i> ,	Thou wast.	<i>Past-perf.</i> ,	Thou hadst been.
<i>Future</i> ,	Thou wilt be.	<i>Fut.-perf.</i> ,	Thou wilt have been.

EXERCISE 93.

Tell the tense, mood, person, and number of each verb, according to the example:

1. This lady is as good as she is beautiful (Ex.: *is*; pres., ind., third, sing.) 2. It will be fine weather to-morrow. 3. My father has been sick, but he is better now. 4. The weather was very unpleasant, and had been so for a week. 5. The apples are ripe, and more plentiful than they were last year. 6. My father will have been dead three years to-morrow. 7. The soldiers are very weak, having been so long without food. 8. Being unwell at the

time, it was impossible for me to be present. 9. Be quick, boys; we have been ready this half hour. 10. He is too young to have been a soldier at that time. 11. Though our days be few and full of trouble, we shall be happy at last.

LESSON XLIV.

CONJUGATION OF REGULAR VERBS.

Define the active voice of verbs. Define the passive voice. How is the passive voice formed?

The **passive voice** is formed by the perfect participle of a *transitive verb* joined to some part of the verb *be*.

How many parts has the verb *be*, and what are they?

Ten; *am, art, are, be, been, being, is, was, wast, were.*

CONJUGATION OF THE REGULAR VERB "RULE."

INDICATIVE MOOD.

Active Voice.		Passive Voice.	
SINGULAR.	PRESENT TENSE.	SINGULAR.	
1st Person, I rule,		1st Person, I am ruled,	
2d Person, Thou rulest,		2d Person, Thou art ruled,	
3d Person, He rules;		3d Person, He is ruled;	
PLURAL.		PLURAL.	
1. We rule,		1. We are ruled,	
2. You rule,		2. You are ruled,	
3. They rule.		3. They are ruled.	
SINGULAR.	PRESENT-PERFECT TENSE.	SINGULAR.	
1. I have ruled,		1. I have been ruled,	
2. Thou hast ruled,		2. Thou hast been ruled,	
3. He has ruled;		3. He has been ruled;	
PLURAL.		PLURAL.	
1. We have ruled,		1. We have been ruled,	
2. You have ruled,		2. You have been ruled,	
3. They have ruled.		3. They have been ruled.	

Active Voice.

Passive Voice.

SINGULAR.

PAST TENSE.

SINGULAR.

1. I ruled,
2. Thou ruledst,
3. He ruled;

1. I was ruled,
2. Thou wast ruled,
3. He was ruled;

PLURAL.

PLURAL.

1. We ruled,
2. You ruled,
3. They ruled.

1. We were ruled,
2. You were ruled,
3. They were ruled.

SINGULAR.

PAST-PERFECT TENSE.

SINGULAR.

1. I had ruled,
2. Thou hadst ruled,
3. He had ruled;

1. I had been ruled,
2. Thou hadst been ruled,
3. He had been ruled;

PLURAL.

PLURAL.

1. We had ruled,
2. You had ruled,
3. They had ruled.

1. We had been ruled,
2. You had been ruled,
3. They had been ruled

SINGULAR.

FUTURE TENSE.

SINGULAR.

1. I shall *or* will rule,
2. Thou shalt *or* wilt rule,
3. He shall *or* will rule;

1. I shall *or* will be ruled,
2. Thou shalt *or* wilt be ruled,
3. He shall *or* will be ruled;

PLURAL.

PLURAL.

1. We shall *or* will rule,
2. You shall *or* will rule,
3. They shall *or* will rule.

1. We shall *or* will be ruled,
2. You shall *or* will be ruled,
3. They shall *or* will be ruled.

SINGULAR.

FUTURE-PERFECT TENSE.

SINGULAR.

1. I shall have ruled,
2. Thou wilt have ruled,
3. He will have ruled;

1. I shall have been ruled,
2. Thou wilt have been ruled,
3. He will have been ruled;

PLURAL.

PLURAL.

1. We shall have ruled,
2. You will have ruled,
3. They will have ruled.

1. We shall have been ruled,
2. You will have been ruled,
3. They will have been ruled.

IMPERATIVE MOOD.

Active Voice.		Passive Voice.	
SINGULAR.	PRESENT TENSE.	SINGULAR.	
2. Rule (thou), or do (thou) rule;		2. Be (thou) ruled, or do (thou) be ruled;	
PLURAL.		PLURAL.	
2. Rule (you), or do (you) rule.		2. Be (you) ruled, or do (you) be ruled.	

INFINITIVE MOOD.

<i>Present</i> , To rule;	<i>Present</i> , To be ruled;
<i>Pres.-perf.</i> , To have ruled.	<i>Pres.-perf.</i> , To have been ruled.

PARTICIPLES.

<i>Imperfect</i> , Ruling;	<i>Imperfect</i> , Ruled, or being ruled;
<i>Perfect</i> , Having ruled, or ruled.	<i>Perfect</i> , Ruled, or having been ruled.

EXERCISE 94.

Write synopses of these verbs according to the plan on page 159:

1. *Love* in act. voice with *I*.
5. *Believe* in act. voice with *thou*.
2. *Call* in pass. voice with *she*.
6. *Save* in pass. voice with *we*.
3. *Arrive* in act. voice with *they*.
7. *Move* in pass. voice with *it*.
4. *Behave* in act. voice with *you*.
8. *Study* in act. voice with *the boys*.

EXERCISE 95.

Name the tense, mood, voice, person, and number of the following verbs according to the example:

1. He has loved. Ex.: *has loved*; pres.-perf., ind., act., 3d, plural.
2. I shall try. 11. They were invited.
3. He will be believed. 12. To have raised.
4. He had cried. 13. Wait.
5. I am advised. 14. Having been ordered.
6. Having been raised. 15. They have dined.
7. He was offended. 16. They had been deceived.
8. She will have been invited. 17. Having received.
9. It happened. 18. It has been prepared.
10. They will depart. 19. To have been required.

EXERCISE 96.

Write the tense, mood, voice, person, and number of the verbs as in the example:

1. The children play in the yard (Ex.: *play*; pres., ind., act., third, plural). 2. Mary had visited her cousin before her sister returned. 3. When the grain has ripened it will be harvested. 4. Look at that old man walking with a cane. 5. Rome was founded by Romulus, who killed his brother Remus. 6. The grain having been harvested, the men will thresh it. 7. The vessel was wrecked, but the passengers are believed to have been saved. 8. Listen, fellow-citizens, and be persuaded to consider your own interest. 9. His money will have been wasted long before his habits are reformed. 10. I believe that the men have received their money. 11. The old man still lives, surrounded by kind friends, loving all, and loved by all. 12. Having filled their baskets, the boys returned, carrying them upon their heads. 13. Determine to perform what you promise. 14. Though the trees be stripped of their leaves by the wintry blast, they will bloom again in the spring.

EXERCISE 97.

Write two original sentences with each noun, using regular verbs as directed:

- | | | |
|-----------|---|--|
| 1. Dog, | { 1. <i>Pres., ind., pass.</i>
2. <i>Fut., ind., act.</i> | Ex.: { 1. The dog <i>is chained</i> at night.
2. Our dog <i>will watch</i> the house. |
| 2. Tree, | { 1. <i>Pres.-perf., ind., pass.</i>
2. <i>Imperf. part., act.</i> | 5. Girls, { 1. <i>Past-perf., ind., pass.</i>
2. <i>Pres., ind., act.</i> |
| 3. Birds, | { 1. <i>Fut.-perf., ind., act.</i>
2. <i>Pres., infin., pass.</i> | 6. Corn, { 1. <i>Perf. part., pass.</i>
2. <i>Fut., ind., act.</i> |
| 4. Horse, | { 1. <i>Past, ind., act.</i>
2. <i>Fut.-perf., ind., act.</i> | 7. Thief, { 1. <i>Pres., infin., act.</i>
2. <i>Past, ind., pass.</i> |

LESSON XLV.

CONJUGATION OF IRREGULAR VERBS.

What can we say of the irregular verbs?

They are the most common and most important verbs in our language.

What must be known in order to conjugate an irregular verb?

Its *principal parts*.

Give the principal parts of the irregular verb *take*.

Present *take*, past *took*, perfect participle *taken*.

How are the other parts derived from them?

In the same way as those of regular verbs; thus:

INDICATIVE MOOD.

SINGULAR.	PRESENT TENSE.	PLURAL.
1st Person, I take,		1st Person, We take,
2d Person, Thou takest,		2d Person, You take,
3d Person, He takes;		3d Person, They take.

How is the *present-perfect indicative* formed?

By prefixing *have*, *hast*, or *has* to the *perfect participle*; thus, I *have* taken, thou *hast* taken, he *has* taken, etc.

How are the different parts of the *past indicative* formed?

The *past* is one of the principal parts; its parts are formed as in regular verbs; thus:

INDICATIVE MOOD.

SINGULAR.	PRESENT TENSE.	PLURAL.
1st Person, I took,		1st Person, We took,
2d Person, Thou tookst,		2d Person, You took,
3d Person, He took;		3d Person, They took.

How is the *past-perfect indicative* formed?

By prefixing *had* or *hadst* to the *perfect participle*; thus, I *had* taken, thou *hadst* taken, he *had* taken, etc.

How is the *future indicative* formed?

By prefixing *shall* or *will* to the *present*; thus, I *shall* take, thou *wilt* take, he *will* take, etc.

How is the *future-perfect indicative* formed?

By prefixing *shall have* or *will have* to the *perfect participle*; thus, I *shall have* taken, thou *wilt have* taken, he *will have* taken, etc.

How are the tenses of the *infinitive* formed?

The *present* by prefixing *to* to the *present indicative*; thus, *To take*. The *present-perfect* by prefixing *to have* to the *perfect participle*; thus, *To have taken*.

How is the *imperfect participle* formed?

By adding the termination *ng* or *ing* to the *present*; thus, *Taking, going*.

EXERCISE 98.

Give synopses of the following irregular verbs, according to the plan given on page 159, taking their principal parts from the subjoined table :

- | | |
|--|--------------------------------------|
| 1. <i>Draw</i> with <i>thou</i> . | 10. <i>Fight</i> with <i>they</i> . |
| 2. <i>Teach</i> with <i>I</i> . | 11. <i>See</i> with <i>he</i> . |
| 3. <i>Fall</i> with <i>we</i> . | 12. <i>Stand</i> with <i>it</i> . |
| 4. <i>Steal</i> with <i>they</i> . | 13. <i>Sit</i> with <i>I</i> . |
| 5. <i>Write</i> with <i>you</i> . | 14. <i>Lie</i> with <i>he</i> . |
| 6. <i>Tear</i> with <i>the boy</i> . | 15. <i>Lay</i> with <i>we</i> . |
| 7. <i>Sink</i> with <i>the ships</i> . | 16. <i>Eat</i> with <i>they</i> . |
| 8. <i>Sing</i> with <i>she</i> . | 17. <i>Know</i> with <i>thou</i> . |
| 9. <i>Do</i> with <i>I</i> . | 18. <i>Set</i> with <i>the sun</i> . |

CLASSES OF IRREGULAR VERBS.

CLASS I—Those whose past tense and perf. part. are *unlike*.

CLASS II—Those whose past tense and perf. part. are *alike*.

CLASS III—Those in which all the principal parts are *alike*.

CLASS IV—Those which are *defective* in some of their parts.

TABLE OF IRREGULAR VERBS.

CLASS I.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Arise,	arose,	arisen.	Bid,	{ bid,	{ bid,
Awake,	awoke,	awaked.		{ bade,	{ bidden.
Be,	was,	been.	Bite,	bit,	{ bitten,
Bear,	{ bore,	born.			{ bit.
Bear,	{ bare,	borne.	Blow,	blew,	blown.
	bore,		Break,	broke,	broken.
Beat,	beat,	{ beaten,	Chide,	chid,	{ chidden,
		{ beat.			{ chid.
Become,	became,	become.	Choose,	chose,	chosen.
Befall,	befell,	befallen.		{ cleft,	{ cleft,
Beget,	{ begot,	{ begotten.		{ clove,	{ cloven.
	{ begat,	{ begot.	Cleave,	{ clave,	
Begin,	began,	begun.	Come,	came,	come.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Crow,	crew,	crowed.	Seethe,	{ seethed,	{ seethed,
Dare,	durst,	dared.		{ sod,	{ sodden.
Dive,	dove,	dived.	Shake,	shook,	shaken.
Do,	did,	done.	Shape,	shaped,	{ shaped,
Draw,	drew,	drawn.			{ shapen.
Drink,	drank,	{ drunk,	Shave,	shaved,	{ shaved,
Drive,	drove,	{ drank,			{ shaven.
		driven.	Shear,	sheared,	shorn.
Eat,	{ ate,	eaten.	Show,	showed,	shown.
Fall,	{ eat,		Shrink,	{ shrunk,	{ shrunk,
Fell,	fell,	fallen.		{ shrank,	{ shrunk.
Fly,	flew,	flown.	Slay,	slew,	slain.
Forbear,	forbore,	forborne.	Slide,	slid,	{ slidden,
Forget,	forgot,	{ forgotten,			{ slid.
		forgot.	Smite,	smote,	{ smitten,
Forsake,	forsook,	forsaken.			{ smit.
Freeze,	froze,	frozen.	Sing,	{ sang.	sung.
Get,	got,	{ got,		{ sung,	
		gotten.	Sink,	{ sank,	sunk.
Give,	gave,	given.		{ sunk,	
Go,	went,	gone.	Sow,	sowed,	sown.
Grave,	graved,	graven.	Speak,	spoke,	spoken.
Grow,	grew,	grown.	Spring,	{ sprang,	sprung.
Heave,	{ heaved,	{ heaved,		{ sprung,	
	{ hove,	{ hoven.	Steal,	stole,	stolen.
Hew,	hewed,	hewn.	Stride,	{ strode,	{ stridden,
Hide,	hid,	{ hidden,		{ strid,	{ strid.
		hid.	Strive,	strove,	striven.
Know,	knew,	known.	Strow,	strowed,	strown.
Lade,	laded,	laden.	Swear,	{ swore,	sworn.
Learn,	{ learned,	{ learned,		{ sware,	
	{ learnt,	{ learnt.	Swell,	swelled,	swollen.
Lie,	lay,	lain.	Take,	took,	taken.
Mow,	mowed,	mown.	Tear,	tore,	torn.
Prove,	proved,	{ proved,	Thrive,	{ thrived,	{ thrived,
		{ proven.		{ throve,	{ thriven.
Ride,	rode,	{ ridden,	Throw,	threw,	thrown.
		rode.	Tread,	{ trod,	{ trodden,
Ring,	{ rang,	rung.		{ trode,	{ trod.
	{ rung,		Wax,	waxed,	{ waxed,
Rise,	rose,	risen.			{ waxen.
Rive,	rived,	riven.	Wear,	wore,	worn.
Run,	ran,	run.	Weave,	wove,	woven.
Saw,	sawed.	sawn.	Write,	wrote,	written.
See,	saw,	seen.			

CLASS II.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Abide,	abode,	abode.	Buy,	bought,	bought.
Behold,	beheld,	beheld.	Catch,	caught,	caught.
Bend,	bent,	bent.	Cling,	clung,	clung.
Bereave,	bereft,	bereft.	Clothe,	{ clothed,	{ clothed,
Beseech,	besought,	besought.		{ clad,	{ clad.
Bind,	bound,	bound.	Creep,	crept,	crept.
Bleed,	bled,	bled.	Deal,	dealt,	dealt.
Bless,	{ blessed,	{ blessed,	Dig,	dug,	dug.
	{ blest,	{ blest.	Dwell,	dwelt,	dwelt.
Breed,	bred,	bred.	Dream,	{ dreamed,	{ dreamed,
Bring,	brought,	brought.		{ dreamt,	{ dreamt.
Build,	built,	built.	Feed,	fed,	fed.
Burn,	{ burned,	{ burned,	Feel,	felt,	felt.
	{ burnt,	{ burnt.	Fight,	fought,	fought.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Find,	found,	found.	Shoe,	shod,	shod.
Flee,	fled,	fled.	Shoot,	shot,	shot.
Fling,	flung,	flung.	Sit,	sat,	sat.
Gild,	{ gilded,	{ gilded,	Sleep,	slept,	slept.
	{ gilt,	{ gilt,	Sling,	slung,	slung.
Gird,	{ girded,	{ girded,	Slink,	slunk,	slunk.
	{ girt,	{ girt,	Smell,	smelt,	smelt.
Grind,	ground,	ground.	Speed,	sped,	sped.
Hang,	hung,	hung.	Spell,	spelt,	spelt.
Have,	had,	had.	Spend,	spent,	spent.
Hear,	heard,	heard.	Spill,	spilt,	spilt.
Hold,	held,	{ held,	Spin,	spun,	spun.
		{ holden.	Stay,	staid,	staid.
Keep,	kept,	kept.	Strike,	struck,	{ struck,
Kneel,	knelt,	knelt.			{ stricken.
Lay,	laid,	laid.	String,	strung,	strung.
Lead,	led,	led.	Stave,	stove,	stove.
Learn,	{ learned,	{ learned,	Stand,	stood,	stood.
	{ learnt,	{ learnt.	Stick,	stuck,	stuck.
Leave,	left,	left.	Sting,	stung,	stung.
Lend,	lent,	lent.	Stink,	{ stunk,	stunk.
Light,	{ lighted,	{ lighted,		{ stank,	
	{ lit,	{ lit.	Sweat,	{ sweat,	{ sweat,
Lose,	lost,	lost.		{ swet,	{ swet.
Make,	made,	made.	Sweep,	swept,	swept.
Mean,	meant,	meant.	Swing,	swung,	swung.
Meet,	met,	met.	Teach,	taught,	taught.
Pay,	paid,	paid.	Tell,	told,	told.
Plead,	{ pleaded,	{ pleaded,	Think,	thought,	thought.
	{ plead,	{ plead.	Wake,	woke,	woke.
Reave,	reft,	reft.	Wed,	{ wedded,	{ wedded,
Rend,	rent,	{ rent,		{ wed,	{ wed.
		{ rended.	Weep,	wept,	wept.
Say,	said,	said.	Win,	won,	won.
Seek,	sought,	sought.	Wind,	wound,	wound.
Sell,	sold,	sold.	Work,	{ worked,	{ worked.
Send,	sent,	sent.		{ wrought,	{ wrought.
Shine,	shone,	shone.	Wring,	wrung,	wrung.

CLASS III.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Beat,	beat,	{ beat,	Rid,	rid,	rid.
Bet,	bet,	{ beaten.	Set,	set,	set.
Burst,	burst,	bet.	Shed,	shed,	shed.
Cast,	cast,	burst.	Shred,	shred,	shred.
Cost,	cost,	cast.	Shut,	shut,	shut.
Cut,	cut,	cost.	Slit,	slit,	slit.
Hit,	hit,	cut.	Spit,	{ spit,	{ spit,
Knit,	knit,	hit.		{ spat,	{ spitten.
Let,	let,	knit.	Split,	split,	split.
Put,	put,	let.	Spread,	spread,	spread.
Quit,	quit,	put.	Sweat,	sweat,	sweat.
Read,	read,	quit.	Thrust,	thrust,	thrust.
		read.	Wet,	wet,	wet.

CLASS IV.

<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>	<i>Present.</i>	<i>Past.</i>	<i>Perf. part.</i>
Can,	could,	.....	Ought,	ought,	.....
May,	might,	.....	Wit,	.....	.....
Will,	would,	.....	Beware,	.....	.....
Must,	must,	.....	Quoth,	.....	.....
Shall,	should,	.....			

EXERCISE 99.

Correct the errors in these sentences:

1. The boy give his sister a book. 2. I knowed he had not came yet. 3. I seen the man yesterday. 4. The horse throwed the boy, and the boy's leg was broke by the fall. 5. Who done this? John done it. 6. The tired traveler laid down to rest. 7. Having took off his coat and lain it upon the grass, he set down upon it. 8. The sun sat in a cloud last night. 9. The boys have lain their coats upon the ground, and the dog lays beside them. 10. The river is froze over. 11. The wind blowed very hard, and our apples were all shook off. 12. My father was chose captain. 13. The watchman caught the thief who had stole my watch. 14. The boy's shoes were almost wore out, and his coat was tore into shreds. 15. The man had been throwed from his horse, and was laying in the ditch. 16. The cart was drawed by a horse, which was drove by a small boy. 17. How much you have growed since I seen you last! 18. The boy had laid down upon the grass, and had fell asleep. 19. Henry's piece was spoke very well. 20. The apples were all eat up by the hogs. 23. This letter is wrote very badly, I hope it will be did better next time. 21. Having swam a long time, he became exhausted, and give up in despair. 22. The dog is laying upon the rug, while the old cat sets upon a chair.

EXERCISE 100.

Write original sentences containing these irregular verbs as directed:

1. *Go* in the pres.-perf., ind., act., third, plural.
(Ex.: The little birds *have gone* to warmer climes.)
2. *Do* in the past, ind., act., first, sing.
3. *Seek* in the past-perf., ind., act., third, sing.
4. *Bring* in the pres., ind., pass., third, plural
5. *Find* in the perf. part., act.
6. *Sing* in the pres., ind., act., first, sing.
7. *Keep* in the pres.-perf., ind., act., third, plural.
8. *Lay* in the past-perf., ind., pass., third, sing.
9. *Make* in the past, ind., act., first, plural.
10. *Lie* in the pres.-perf., infin., act.
11. *Give* in the pres.-perf., ind., pass., third, plural.

LESSON XLVI.

DEFECTIVE AND IMPERSONAL VERBS.

What do you observe of the irregular verbs in Class IV.?

That some of the parts are wanting.

What does *defective* mean?

Deficient, or *wanting* in some of the parts.

What do you call such verbs, and why?

Defective verbs, because they are deficient in some of their parts.

In what parts are they defective?

In all except the present and past tenses.

What can you say of *will*, *shall*, *may*, *can*, and *must*?

These verbs, together with *do*, *have*, and *be*, have been called *auxiliary verbs*, because they are used to help form the tenses, forms, and passive voice of other verbs.

What parts of *do* are so used?

Only the present and past tenses; *do*, *dost*, *does* (*doth*), *did*, *didst*.

What does *do* express?

Do expresses emphasis or force; as, "I *do* believe it."

How is *do* best parsed?

As a verb of itself, the verb which follows being in the infinitive mood.

What are the variations of *have*?

Have, *hast*, *has* (*hath*), *had*, *hadst*.

Before what form of the verb are the variations of *have* always used?

Before the *perfect participle*.

What do they imply?

They imply that the *completeness* denoted by the participle exists at the time expressed by the verb; thus, "I

have eaten" shows the completion of the act of eating at the *present* time; "I had eaten" shows the completion of the act at some *past* time.

What are the variations of *be*?

Am, art, are, be, been, being, is, was, wast, were.

Before what forms of the verb are these variations used?

Before either the *imperfect participle*, as "He is eating," or the *perfect participle*, as "The food was eaten."

What do they imply?

With the *imperfect participle* in either voice they imply that the *incompleteness* denoted by the participle exists at the time which they themselves express; as, "He is writing," "The houses are building."*

With the *perfect participle* they imply that the *completeness* denoted by the participle exists at the time expressed by themselves; as, "The letter is written," "The houses were built last year."

What are the variations of *will* and *shall*?

Will, wilt, would, wouldst; shall, shalt, should, shouldst.

What does *will* express?

Will in the first person expresses the *will* or *determination* of its subject; as, "I will rule." In the other persons it simply *foretells*; as, "He will come to-morrow."

What does *shall* express?

Shall in the first person simply *foretells*; as, "I shall see him." In the other persons it expresses the *will* or *determination* of *another* not the subject in respect to the act of the verb; as, "He shall pay the debt."

What are the variations of *may*, *can*, and *must*?

May, mayst, might, mightst; can, canst, could, couldst; must has no variations.

*See note on page 176.

What do *may*, *can*, and *must* imply?

May implies *permission*, as “You *may* (are permitted) to go;” *can* implies *ability*, as “He *can* (is able to) walk;” *must* implies *necessity*, as “He *must* (is obliged to) work.”

What can you say of the time denoted by *shall* and *will*, *should* and *would*?

As *shall* and *will*, though present forms, may refer to future time, so their past forms, *should* and *would*, may refer to present time; thus, “If they were here, I *should* see them;” “If I had the money, I *would* pay you.”

How are all these so-called auxiliaries best parsed?

As verbs of themselves, and the forms following them either as infinitives or participles.

“I will go;” here *will* is a verb agreeing with *I*, and *go* a verb in the infinitive mood.

“He has written;” here *has* is a verb of itself agreeing with *he*, and *written* a participle perfect active referring to *he*.

“They were ruled;” here *were* is a verb agreeing with *they*, and *ruled* a participle perfect passive referring to *they*.

What can you say of the other defective verbs?

Beware has only the imperative and present infinitive; as, “*Beware* of flattery;” “I warn you *to beware*.” *Quoth* is nearly obsolete; it is sometimes used in the first and third persons of the present and past indicative; as, “*Quoth* I, *quoth* he.” *Wit* has only the present infinitive; “*To wit*.”

What are *impersonal* or *unipersonal* verbs?

Those which are used only in the third person singular with *it* for a subject; as, *it rains*, *it snows*, etc.

What does the pronoun *it* represent here?

It represents some *indefinite* subject not easily supplied.

What can you say of *methinks*, *methought*?

They are anomalous forms for *I think*, *I thought*.

FORMS OF THE VERB.

What forms of expression are sometimes given as the *forms* of the *verb*?

The *common form*; as, "He *writes*."

The *progressive form*, which denotes *continuance* of the action; as, "He *is writing*."

The *negative form*, which *denies* the act; as, "He *writes not*;" "He *has not written*."

The *interrogative form*, which asks a *question*; as, "Does he *write*?"

The *interrogative-negative form*, which asks a question *negatively*; as, "Does he *not write*?"

The *emphatic form*, which expresses *emphasis* or *force*; as, "I *do write*;" "He *did write*."

The *ancient form*, which takes *th* or *eth* instead of *s* in the third person singular of the present indicative; as, "He *writeth*;" "He *speaketh*."

What can you say of these forms?

The ancient is the only real form distinct from the common form. In the others the words are best parsed separately.

EXERCISE 101.

Correct the errors in the use of *will* and *shall*, *would* and *should*:

1. I will receive a letter to-day, I think.
2. Walk in, ladies. Shall you take seats?
3. Will I help you to some fruit, miss, or shall you help yourself?
4. Shall you look at some goods, ladies? What will I show you?
5. I promised that I should not forsake you, and I shall not.
6. Oh! I will be drowned, and nobody shall help me!
7. I think that he shall pay you.
8. Do you think we will reach home before dark?
9. He is determined that he shall succeed.
10. He is determined that the affair will succeed.
11. He was determined that he should succeed.
12. He was determined that the affair would succeed.
13. I think I will be elected.
14. If I would be elected, I promise that I shall do my duty.



PARTICIPLES.

1. Ha! what sort of a creature have we here in this picture! It is a *dancing* bear, and the boys are having a grand frolic with him. Is it not funny to see a bear *dancing* with children?

2. Here the word *dancing* as first used describes the bear, and hence has the nature of an *adjective*. The second *dancing* shows what the bear does, and therefore partakes of the nature of a *verb*.

3. These words which *participate* in the properties of the verb and adjective are called PARTICIPLES.

LESSON XLVII.

PARTICIPLES.

When I say, *I saw a dancing bear*, what does the word *dancing* resemble, and why?

An adjective, because it is joined to the noun *bear* to describe it; thus, a *dancing* bear.

I saw a bear dancing with the boys. What does *dancing* resemble here, and why?

It resembles a verb, since it expresses an action.

What does *participle* mean?

Sharing or *participating*.

Since the word *dancing* participates in the properties of a verb and an adjective, what may it be called?

A *participle*.

From what verb is *dancing* derived?

From the verb *dance*.

What then is a *participle*?

A **participle** is a word derived from a verb, and partaking of the nature of a *verb* and an *adjective*.

Will you give other examples of participles?

I heard several ladies *singing* together; we met a man *running*; I saw a fox *caught* in a trap.

In the sentence, *I saw a girl writing a letter*, how does the participle *writing* represent the act?

As *incomplete* or *imperfect* at that time.

What kind of a participle then may we call *writing*?

An *imperfect participle*, because it represents the act as *incomplete*.

I saw a boy catching fish. What kind of a participle is *catching*? Why? What then is an *imperfect participle*?

An **imperfect participle** is one that represents the act or state as *incomplete* at the time referred to.

Give other examples of imperfect participles.

See the boys *playing* ball; the old man lives *respected* by all who know him.

The girl having written her letter sealed it. How does the participle *having written* represent the act?

As *complete* or *perfect* at the time referred to.

What kind of a participle then may we call *having written*, and why?

A *perfect participle*, because it represents the act as *complete*.

The sun having risen, we resumed our journey. What is *having risen*? Why? What then is a *perfect participle*?

A **perfect participle** is a participle that represents the act or state as complete at the time referred to.

Give other examples of perfect participles.

"*Having received* my money, I paid the debt;"
 "I received a letter *written* by my brother in Paris."

How many participles have verbs?

Two; an *imperfect participle* and a *perfect participle*. Those from transitive verbs have both voices; those from intransitive verbs have no passive voice.

How may the imperfect participle active be known?

By its always ending in *ing*; as, *writing*, *coming*.

How may the perfect participle active be known?

By the word *having*, either expressed or implied; as, *having written*; "The sun already (*having*) *risen*, we set sail."

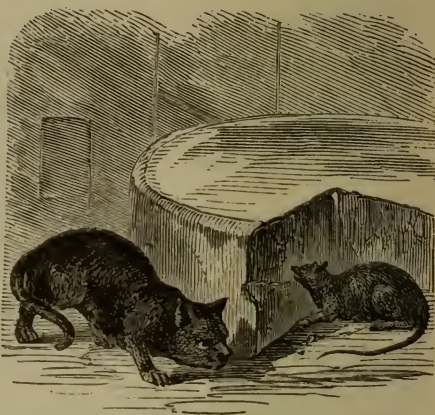
What do you observe of the imperfect and perfect participles passive?

They both have the same form.

How then may they be distinguished?

When the word *being* occurs or can be supplied before the participle it is *imperfect*; as, "The signal *being seen*, he stops the train;" "We met a blind man (*being*) *led* by a dog."

When the words *having been* occur or can be supplied before the participle it is *perfect*; as, "I dug up an old coin (*having been*) *stamped* by Cæsar nearly two thousand years ago;" "The army, *having been* *defeated* in many battles, at last surrendered."



Write a sentence about the picture containing the imperfect participle active of *run*. One containing the perfect participle active of *catch*. One containing the imperfect participle passive of *steal*. One containing the perfect participle passive of *eat*.

NOTE.—On account of the want of an imperfect participle passive different in form from the perfect passive we are forced to use the *imperfect active* in a *passive* sense, as "Many houses are *building*," or else adopt the awkward forms "are being built," "have been being built," etc.

Such forms as "Many houses are *building*," "Wheat is *selling* at two dollars," "A bridge was *constructing*," "New methods of treatment are constantly *inventing*," "Is there any thing *doing* in dry goods?" are used by the best writers, and seem to be well established. This arises from the fact that our *imperfect* participle passive can not be distinguished by its form from the *perfect*, and hence the *incompleteness* which we wish to express can not be denoted with certainty by the passive form.

When the imperfect nature of the participle is shown by other words the difficulty vanishes; thus, "This house is *buillt* entirely of stone." We say this of a house *completed* no matter how long ago, and *buillt* is plainly a *perfect* participle passive. We should hardly use this expression of a house not yet completed, because we could not assert that it would be "entirely of stone."

When we say, "This house is *built* very slowly," or "This house is *built* by Jones and Smith," here *built* is an *imperfect* participle passive. Of a house already completed we should never use these last expressions, but should throw them at once into the past tense. To guide the pupil in the use of these forms we give the following directions:

1. When *continuance* of the action is to be specially marked and is not indicated by other words the *active* form may be used. When the *incompleteness* is sufficiently indicated by other words the *passive* form should be used; thus, "The vessel is now *repairing* in the dry-dock. It is *repaired* (not repairing) by Jones and Mason in the most substantial manner." "Here is the place where the corn is *grinding*. It is *ground* (not grinding) fine by the heavy mill-stone."

2. When the subject and the action denoted by the participle are of such a kind that the former might be mistaken as the *agent* of the act the *passive* form must be used; thus, "The court is now in session, and the criminals are *tried* (not trying) for their lives."

EXERCISE 102.

Name the participles, and tell what kind they are, as in the example:

1. Jesus, seeing the multitude, went up into a mountain (Ex.: *seeing*, a participle, imperf., active, from the verb *see*). 2. The sun having risen, we departed. 3. The witness, having been sworn, proceeded to give his testimony. 4. Having eaten nothing for the day, I was very hungry. 5. A storm coming on, we repaired to a hut for shelter. 6. I saw a herd of buffaloes grazing upon the prairie. 7. The traveler plodded on, drenched by the rain and bewildered by the darkness. 8. Repulsing and repulsed in turn, the armies continue to fight. 9. A horse, escaped from its rider, dashed furiously by us. 10. What could they do, their leader being lost?

EXERCISE 103.

Write four original sentences with each verb, containing their several participles, as in the example:

1. Eat.	3. Take.	5. Write.	7. Strike.
2. Love.	4. Teach.	6. Break.	8. Find.

EXAMPLE:

Imperf. part., act., I saw the workmen *eating* their dinners under a tree.

Perf. part., act., *Having eaten* their dinners, they resumed their labor.

Imperf. part., pass., The crops, *eaten* by the cattle, were fast disappearing.

Perf. part., pass., Their dinners *having been eaten*, their baskets were empty.

LESSON XLVIII.

CLASSES OF ADVERBS.

What is an adverb? When I say, *The lame man walks slowly*, what is *slowly*?

Slowly is an adverb, because it is joined to the verb *walks* to modify it.

What does *slowly* express in this sentence?

It expresses the *manner* of walking.

What then may such adverbs be called?

Adverbs of manner.

How may an *adverb of manner* be known?

By its answering the question *how?* or *in what manner?* thus, "*How* does the lame man walk?" Answer, "*Slowly*."

The wind blows gently. What kind of an adverb is *gently*? Why? Give other examples of adverbs of manner.

Softly, sweetly, well, furiously, nobly, finely.

When I say, *The man walks now; he walks frequently*; what do the adverbs *now* and *frequently* express?

They express *time*.

What then may we call such adverbs as these?

Adverbs of time.

How may an *adverb of time* be known?

By its answering some question of time, as *when?* thus, "*When* does the man walk?" Answer, "*Now*."

He formerly lived in London. What kind of an adverb is *formerly*? Why? Give other examples of adverbs of time.

Soon, recently, ever, always, often, rarely.

Write two sentences about the picture containing adverbs of manner. Two containing adverbs of time.



When I say, *The man walks here; he walks yonder*; what do the adverbs *here* and *yonder* express?

They express the *place* of walking.

What kind of adverbs then may they be called?

Adverbs of place.

How may an *adverb of place* be known?

By its answering some question of place, as *where?* *whence?* *whither?* thus, "*Where* does the man walk?" Answer, "*Here*."

The bird flew away. What kind of an adverb is *away*? Why? Give other examples of adverbs of place.

There, where, whence, forth, within, upward.

The apple is very good; it is quite ripe. What do the adverbs *very* and *quite* express here?

They express the *degree* in which the apple is good.

What then may they be called?

Adverbs of degree.

How may an *adverb of degree* be known?

By its answering the question, *how much?* or *to what extent?* thus, "*To what extent* is the apple ripe?" Answer, "*Quite* ripe."

The book is too old. What kind of an adverb is *too*? Why? Give other examples of adverbs of degree.

Much, less, somewhat, entirely, partly, scarcely.

Write two sentences about the picture containing adverbs of place. Two containing adverbs of degree.

What other classes of adverbs can you mention?

Adverbs of cause—why, therefore, consequently, etc.

Adverbs of affirmation—truly, indeed, surely, etc.



Adverbs of doubt—perhaps, perchance, probably, etc.

Negative adverbs—not, nay, no, etc.

Conjunctive adverbs—when, as, where, while; when used to connect clauses, as “We play in the house *when* it rains.”

Expletive adverbs—there, well, why; when they merely serve to introduce a sentence, as “*Well*, I will think of the matter.”

When I say, *I will start at once*, to what is the phrase *at once* equivalent?

It is equivalent to the adverb *immediately*; thus, “I will start *immediately*.”



Since *at once* is a phrase equivalent to an adverb, what may it be called?

An *adverbial phrase*.

Give other examples of *adverbial phrases*.

In vain, in short, not at all, in no wise, by and by.

Write a sentence about the picture containing an adverb of manner? One containing an adverb of time. One containing an adverb of place. One containing an adverb of degree. One containing an adverbial phrase.

EXERCISE 104.

Name the adverbs and tell to which class each belongs:

1. The young lady dances gracefully. 2. She frequently visits her cousin, whom she loves dearly. 3. A large ship lies yonder at anchor. 4. I saw your sister there, but I could not find you any where. 5. The storm raged violently for a time, but it soon subsided. 6. Did you find your friend very sick? No; he was slightly unwell. 7. When are you going to start? I shall start immediately. 8. Do you ever go to the theater? Yes; I go occasionally, but not often. 9. In some countries it seldom rains. 10. The little girl was not at all pleased with her present. 11. His friends looked for him long and anxiously, but he never returned.

EXERCISE 105.

Put an adverb of manner in 1, of time in 2, of place in 3, of degree in 4:

1. Birds fly . . 1. ., but snails creep . . 1. . (Birds fly *swiftly*, but snails creep *slowly*). 2. . . 2. . are you coming to visit us? 3. Are you going to school . . 2. .? 4. . . 3. . is your father? . . 3. . he stands. 5. It rained . . 1. . last night, and the streets are . . 4. . muddy . . 2. . 6. I have . . 2. . comè from home. 7. . . 3. . do you come, and . . 3. . are you going? 8. . . 1. . is your friend . . 2. .? He is . . 4. . better than he was . . 2. . 9. The bells chimed . . 1. . upon her wedding-day. 10. I have . . 2. . bought a new coat, and it fits me . . 1. .

EXERCISE 106.

Write sentences containing adverbs of the several classes, as directed:

- | | |
|----------------------|--|
| 1. Adverb of manner. | Ex.: The violet blooms <i>modestly</i> by the brookside. |
| 2. Adverb of time. | 5. Adverb of cause. |
| 3. Adverb of place. | 6. Adverb of affirmation. |
| 4. Adverb of degree. | 7. Adverb of doubt. |
| | 8. Negative adverb. |
| | 9. Expletive adverb. |
| | 10. Adverbial phrase. |

LESSON XLIX.

COMPARISON OF ADVERBS.

When I say, *I go often, but you go oftener*, what do the adverbs *often* and *oftener* express?

They express the relation of time in *different degrees*.

What property then have adverbs in common with adjectives?

Many of them have *comparison*.

How are adverbs compared?

1. In a *regular* manner, by adding *er* and *est*; as, pos. soon, comp. sooner, sup. soonest.

2. In an *irregular* manner; as, *well, better, best; badly, or ill, worse, worst; much, more, most; little, less, least; far, farther, farthest*.

How is comparison expressed when the adverb is not varied?

By prefixing *more* and *most, less* and *least*; as, *gently, more gently, most gently; less gently, least gently*.

She speaks gently. What words may I use instead of *gently* to express the same meaning?

An *adjunct*; thus, "She speaks in a *gentle manner*."

What is an adjunct?

An *adjunct* is a phrase consisting of a preposition with its object and the modifiers of the object.

To what is an adverb often equivalent?

To an *adjunct*; thus, *rapidly* equals in a *rapid manner*; *here* equals in *this place*; *now* equals at *this time*; *very* equals in a *great degree*.

How are many adverbs formed?

By adding the termination *ly* to adjectives; thus, sweet, *sweetly*; firm, *firmly*; soft, *softly*; brief, *briefly*.

LESSON L.

PERSONAL PRONOUNS.

What is a pronoun? When I say, *I have my book with me*, what noun do the pronouns *I*, *my*, and *me* represent?

The name of the *person speaking*.

Of what person then would you call them?

Of the *first person*, the same as the noun which they represent.

Of what person are *thou* and *you*?

Thou and *you* are always of the *second person*, because they denote the person *spoken to*.

Of what person are *he*, *she*, and *it*?

He, *she*, and *it* are always of the *third person*, because they denote objects *spoken of*.

Since these pronouns thus indicate the three grammatical persons, what may they be called?

Personal pronouns.

What then are *personal pronouns*?

Personal pronouns are those which are always of the *same person*.

Which are the personal pronouns, and of what person are they respectively?

I and its cases of the *first person*; **thou, you**, and their cases of the *second person*; **he, she, it**, and their cases of the *third person*.

Since pronouns stand for nouns, what properties have they?

The same as the nouns which they represent; namely, *gender, person, number, and case*.

Name the personal pronouns of each gender.

He and its cases, *masculine*; **she** and its cases, *feminine*; **it** and its cases, *neuter*; **I, thou, you**, and their cases, *common*.

In the sentence, *He has his dog with him*, in what case are the pronouns, respectively?

He is in the nominative case, *his* in the possessive, and *him* in the objective. Hence the pronoun like the noun has *declension*.

DECLENSION OF THE PERSONAL PRONOUNS.

THIRD PERSON MASCULINE.		THIRD PERSON FEMININE.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> , he,	they,	<i>Nom.</i> , she,	they,
<i>Poss.</i> , his,	their, theirs,	<i>Poss.</i> , her, hers,	their, theirs,
<i>Obj.</i> , him;	them.	<i>Obj.</i> , her;	them.
THIRD PERSON NEUTER.		FIRST PERSON COMMON.	
SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> , it,	they,	<i>Nom.</i> , I,	we,
<i>Poss.</i> , its,	their, theirs,	<i>Poss.</i> , my, mine,	our, ours,
<i>Obj.</i> , it;	them.	<i>Obj.</i> , me;	us.

SECOND PERSON COMMON.

SINGULAR.	PLURAL.
<i>Nom.</i> , thou,	<i>Nom.</i> , you (ye),
<i>Poss.</i> , thy, thine,	<i>Poss.</i> , your, yours,
<i>Obj.</i> , thee;	<i>Obj.</i> , you.

How do the two forms of the possessive of all the personal pronouns except *he* and *it* differ in use?

The first form is used when the noun is *expressed*; the second when the noun is *omitted*; thus, "This is *your* book, and that is *mine* (my book);" "My book and *yours* (your book) are on the desk."

What can you say of *mine* and *thine*?

Mine and *thine* were formerly used before words beginning with a vowel, instead of *my* and *thy*, and are still so used in solemn style; as, "Blot out all *mine* iniquities."

What can you say of the use of *thou*?

Thou is used in the Scriptures, and often in poetry and other solemn and earnest compositions.

What do we commonly use instead of *thou*?

The second person plural *you*;* thus we say, "You love," whether speaking to one person or more than one.

How are *we* and *our* sometimes used?

We and *our* are sometimes used by authors and editors to represent a single person; as, "*We* said in *our* yesterday's paper," etc.

EXERCISE 107.

Tell the gender, person, number, and case of the pronouns, and name the nouns which they represent:

1. John and his sister came to the city yesterday (Ex.: *his*, pers. pro., mas., third, sing., poss., representing *John*). 2. Mary

*Some authors consider *you* our singular pronoun of the second person instead of *thou*, and so arrange it in their declensions and conjugations. We think this is wrong. *You* is really our second person plural, but we use it and the plural verb also in addressing a single person; and there seems no more propriety in calling *you* a singular pronoun than in calling *are* (or any other plural verb used with *you*) a singular verb.

is a good scholar; she always has her lessons. 3. Carrie and her cousin came to visit me; they brought all their toys with them. 4. We are going to your house; our dog is with us. 5. Ask thy Father in heaven to assist thee. 6. The bird hides its nest in the grass that naughty boys may not find it. 7. James says he has a little pony which his uncle gave him. 8. Where are you going, boys? May we go with you? 9. Thou art my beloved Son; this day have I begotten thee.

EXERCISE 108.

1. Write eight sentences containing different pronouns of the *first person*. 2. Eight containing different pronouns of the *second person*. 3. Seven containing different pronouns of the *third person masculine*. 4. Seven containing different pronouns of the *third person feminine*. 5. Six containing different pronouns of the *third person neuter*.

LESSON LI.

COMPOUND PERSONAL PRONOUNS.

When I say, *John will go himself*, what is *himself*?

Himself is a pronoun, it stands for the noun *John*; personal because it is always of the same person, the third.

Since it is composed of the simple pronoun *him* and the word *self*, what may it be called?

A *compound personal pronoun*.

What then is a compound personal pronoun?

A **compound personal pronoun** is one composed of a simple personal pronoun and the word *self* or *selves* joined to it.

To which cases of the simple pronoun is *self* or *selves* added?

To the *possessive* of those of the *first* and *second* persons; as, *myself*, *ourselves*; *thyselves*, *yourselves*. To the *objective* of those of the *third* person; as, *himself*, *itself*; *herself*, *themselves*.

What cases have compound personal pronouns?

Only the *nominative* and *objective* cases; and these cases are alike.

DECLENSION OF THE COMPOUND PERSONAL PRONOUNS.

NOMINATIVE AND OBJECTIVE.		NOMINATIVE AND OBJECTIVE.	
Singular.	{ 1st Per., myself (ourself);	Plural.	{ 1st Per., ourselves;
	{ 2d Per., thyself (yourself);		{ 2d Per., yourselves;
	{ 3d Per., himself, herself, itself.		{ 3d Per., themselves.

What can you say of *ourself*?

Ourself is sometimes used for *myself*, as *we* is used for *I* in official writings, etc.; as, "We do *ourself* ordain," etc.

How is *yourself* used?

Yourself is used for *thyself*, just as *you* is used for *thou*; as, "You may go *yourself*."

EXERCISE 109.

Correct the errors in the following sentences:

1. James did it hisself. 2. They flatter theirselves. 3. I fell down and hurt meself. 4. The snake bit itsself. 5. Thou lovest theeself too well. 7. Write nine original sentences, containing different compound personal pronouns.

LESSON LII.

RELATIVE PRONOUNS.

In the sentence, *I saw the man who bought your horse*, what is *who*?

Who is a pronoun, because it stands for a noun.

To what does *who* relate in this sentence?

Who relates to the noun *man*, which precedes it.

What kind of a pronoun then may *who* be called, and why?

Who is a *relative pronoun*, because it *relates* to a preceding noun.

What does *antecedent* mean?

Antecedent means *going before*, or *preceding*.

What is the noun called to which the relative pronoun relates?

The *antecedent* of the relative.

Will you now define a *relative pronoun*?

A **relative pronoun** is one which *relates* to a preceding noun or pronoun, called its *antecedent*.

I hear the lady who sings. What is *who*? Why? What is its antecedent?

Here is the coat which you bought. What is *which*?

Which is a relative pronoun, and relates to the noun *coat* as its antecedent.

This is the dog that bit the cat. What is *that*? To what noun does it relate?

He took what he wanted. What is *what*?

What is a relative pronoun; it relates to some *indefinite* antecedent, as *thing* or *things*, which is omitted; thus, "He took *the thing which* (or *what*) he wanted."

Which are the relative pronouns?

Who, which, that, and what.

DECLENSION OF THE RELATIVE PRONOUNS.

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> , who,	who,	<i>Nom.</i> , which,	which,
<i>Poss.</i> , whose,	whose.	<i>Poss.</i> , whose,	whose,
<i>Obj.</i> , whom;	whom.	<i>Obj.</i> , which;	which.

What do you observe of *who* and *which*?

They have the *same form* in both *numbers*.

What can you say of *that* and *what*?

That and *what* are used only in the *nominative* and *objective* cases. They are alike in both cases, and in both numbers.

You have learned that *that* is sometimes a definitive adjective, sometimes a conjunction, and sometimes a relative pronoun; how may you know when it is a relative?

That is a relative pronoun when either *who*, *whom*, or *which* may be substituted for it; as in the sentences, "The boy *that* (or *who*) studies will learn;" "He is the very man

that (or *whom*) we met;" "She has every thing *that* (or *which*) she wants."

How is *what* used?

What is used to represent some *indefinite* antecedent, as *thing* or *things*, and is used only when the antecedent is omitted; thus, "Take *what* (*any thing that*) you want."

If the antecedent is expressed, what relative is used instead of *what*?

Either *which* or *that*; thus in the sentence, "He keeps what he finds," if we supply the antecedent, we say, "He keeps the thing *which* (or *that*) he finds."

EXERCISE 110.

Name the relative pronouns and their antecedents:

1. This is the dog that bit the cat. 2. I saw the tree which had been struck by lightning. 3. The boy who fell into the river was saved by a boat that was passing. 4. That is the man whose house was burnt. 5. Have you sold the goods which you bought? 6. I took what he gave me. 7. The man whom we saw to-day is the same one that met us yesterday. 8. It was the darkest night that I ever saw. 9. God, who created all things, whose we are, and whom we serve, is eternal.

EXERCISE 111.

Tell what each *that* is in the following sentences:

1. The girl that studies will learn. 2. I did not know that he had come. 3. Bless them that persecute you. 4. I heard that you had been sick. 5. The man that owns that house says that he will sell it. 6. She that is virtuous will be loved. 7. It was a violent wind that blew down that tree. 8. I have sold the horse that you sent me.

EXERCISE 112.

Write original sentences, using the following relatives:

1. Which. EXAMPLE: { Listen not to flattery; it is the buzz
 of the insect *which* would bite you.

2. Who. 3. That. 4. Whom. 5. Whose. 6. What.

LESSON LIII.

COMPOUND RELATIVE PRONOUNS.

Whoever sins will suffer. What does *whoever* mean here?

Whoever means *any person who*.

What is *whoever* in this sentence?

It is a relative pronoun, relating to some general or indefinite antecedent, which is omitted.

Since *whoever* is composed of the relative pronoun *who* and the word *ever*, what may it be called?

A *compound relative pronoun*.

What then is a compound relative pronoun?

A **compound relative pronoun** is a simple relative pronoun with the word *ever* or *soever* annexed to it?

Which are they?

Whoever, *whosoever*; *whichever*, *whichever*; *whatever*, *whatsoever*.

How are the compound relative pronouns declined?

They are declined like the corresponding relatives; thus, nom. *whoever*, pos. *whosoever*, obj. *whomever*.

How are the compound relative pronouns used?

They are used only when the antecedent is *omitted*, on account of its being indefinite.

Does the pronoun include the antecedent?

It does not; the antecedent is omitted, and may be easily supplied if we give the *ever* its proper meaning; thus, "I love *whoever* (the person who *at any time* or *ever*) loves me."*

*"I love whoever loves me" and "I love him who loves me" do not always convey the same idea. The former is very *general* and *indefinite*; the latter may be *very definite*. Suppose a young lady in reply to a gentleman should say, "I love him who loves me," or "I love whoever loves me;" which answer, under certain relations of the parties, would be most agreeable?

LESSON LIV.

INTERROGATIVE PRONOUNS.

When I say, *Who has been here to-day?* what does *who* indicate?

It indicates that a question is asked.

What part of speech is it?

It is evidently a *pronoun*, because it represents some person, although the person's name may not be known.

What does *interrogative* mean?

Interrogative means *asking a question*.

Since *who* in this sentence is a pronoun which asks a question, what may it be called?

An *interrogative pronoun*.

What then is an interrogative pronoun?

An **interrogative pronoun** is one which is used to *ask a question*; as, "*Who* is coming?"

Whom have you seen to-day? What is *whom*? Why? Which are the interrogative pronouns?

Who, *which*, and *what*.

How are the interrogative pronouns declined?

Who is declined in the same manner as the relative *who*. *Which* and *what* are not declined; but *whose* is used for the possessive of *which*.

What are the pronouns *who*, *which*, and *what* often called in responsive clauses?

They are often called *indefinite pronouns*; as, "I know *who* is here;" "I can not tell *what* it is."

What further use have *what* and *which*?

What, *which*, and their compounds, *whatever*, *whatsoever*, *whichever*, *whichever*, when joined to nouns, are *definitive adjectives*; as, "By *what* road are you going?" "*Which* train will you take?" "By *whatever* road you go and *whichever* train you take, you will arrive too late."

EXERCISE 113.

Distinguish the relatives, the interrogatives, the indefinites, and the definitive adjectives:

1. Let me see the book which you have bought. 2. In what house do you live? 3. Whom did you see at the theater? 4. I can not tell you whose it is. 5. Whatever might be the reason, he would not come. 6. Whose is that elegant house which stands on the hill? 7. Which has arrived, the major or the captain? 8. I do not know which has arrived. 9. Tell me by which route you are going. 10. He takes what is given to him. 11. I will invite whomsoever I please. 12. Who was there? I know who was there. I saw the man who was there. 13. This man favors whoever favors him. 14. I mean to buy whatever pleases me. 15. That is an elegant house, whoever owns it. 16. What is your name? 17. What a great change has taken place!

EXERCISE 114.

Write original sentences containing the following:

<i>Whoever</i> as a compound relative.	Ex.: <i>Whoever</i> had a ticket was admitted.
<i>Whichever</i> as a compound relative.	<i>What</i> as an interrogative pronoun.
<i>Whatever</i> as a compound relative.	<i>What</i> as a definitive adjective.
<i>Who</i> as an interrogative.	<i>Which</i> as a definitive adjective.
<i>Which</i> as an interrogative.	<i>Whatever</i> as a definitive adjective.

LESSON LV.

ADJECTIVE PRONOUNS.

One day the man was missing. What is *one* here?

One is an *adjective definitive*, belonging to *day*.

One does not often see such a sight. How is *one* used here?

It represents some indefinite noun, as *person*, and hence may be called a *pronoun*; thus, "*One* (*a person*) does not often see such a sight."

Since then *one* is sometimes an *adjective* and sometimes a *pronoun*, what may it be called?

An *adjective pronoun*.

What are adjective pronouns?

Adjective pronouns are those *definitive adjectives* which are sometimes used as *pronouns*.

Which are they, and how are they declined?

They are *one*, *none*, *other*, *another*. *One* and *other* are declined as follows:

SINGULAR.	PLURAL.	SINGULAR.	PLURAL.
<i>Nom.</i> , one,	ones,	<i>Nom.</i> , other,	others,
<i>Poss.</i> , one's,	ones',	<i>Poss.</i> , other's,	others',
<i>Obj.</i> , one;	ones.	<i>Obj.</i> , other;	others.

Another is declined like *other*, except that it has no plural. *None* is not declined.

What can you say of *none*?

None means *no one* (or *not any* when it refers to quantity), and is therefore singular. It is used only when its noun is *omitted*. If the noun is expressed, *no* is used; thus, "I have *no* money. I have *none*."

What other peculiarity has *none*?

None never takes an adjective before it; thus we never say, "I have good *none*;" but we divide the *none* and say, "I have *no* good *one*."

What can you say of *another*?

Another means *an other*, or *one other*, and is used only in the singular.

Explain the use of *each other* in the sentence, "The sisters love *each other*."

Each is a definitive adjective, belonging to *sisters* taken distributively, and *other* is an adjective pronoun in the objective case, the object of the verb *love*."

The boys all help one another. Explain *one another* here.

One is a definitive adjective, belonging to *boys* taken distributively, and *another* is an adjective pronoun in the objective case, the object of the verb *help*.

When should these and other definitive adjectives be considered as pronouns?

Only when their nouns can not be well supplied, or when the adjectives themselves assume the property of *number* or *case*.*

EXERCISE 115.

Tell to what class each pronoun belongs, and what noun it represents :

1. My cousin is coming to see me, if her mother will let her.
2. Your father has sold the house which he built.
3. Charles cut himself with his brother's knife.
4. Bless them that curse you.
5. We should love our neighbors as well as ourselves.
6. Those who are industrious will succeed.
7. The rose which you gave me has lost its fragrance.
8. Who does no good, does harm.
9. He invites whom he pleases.
10. The girl loves whoever loves her.
11. He took what he could find.
12. There was no one present.
13. The brother and sister love each other dearly.
14. We should always respect the rights of others.
15. The scholars are very kind to one another.
16. Whoever crosses this bridge must pay the toll.
17. I know who you are and what you want.
18. Big boys must not tease the little ones.
19. This girl has taken the other's books.
20. This is the finest church that I ever saw.

EXERCISE 116.

Write original sentences containing :

- | | |
|--|--|
| 1. <i>One</i> as a definitive adjective. | 4. <i>Other</i> as an adjective pronoun. |
| 2. <i>One</i> as an adjective pronoun. | 5. <i>Another</i> as a definitive adjective. |
| 3. <i>Other</i> as a definitive adjective. | 6. <i>Another</i> as an adjective pronoun. |

*These words are by some parsed as pronouns whenever they are unaccompanied by their nouns. This is objectionable, since upon the same principle all the definitive adjectives and all the descriptive adjectives, in all their degrees of comparison, must be called pronouns when they are not accompanied by their nouns; thus, "How many apples have you?" "I have *one*; I have *two*; I have *six*." There appears no better reason for calling *one* a pronoun in this example than for calling *two* and *six* pronouns also. So "Which lesson have you?" "We have the *fifth* and the *tenth*." We have the same reason for calling *fifth* and *tenth* pronouns. Also, "Which apple have you, the *sweet* or the *sour*?" "I have the *best*; I have the *largest*." *Sweet*, *sour*, *best*, and *largest* have an equal right to be classed among pronouns. For this and for other reasons we have limited the adjective pronouns as above to *one* and *other*, and their compounds, *none* and *another*.

LESSON LVI.

RELATIONS OF PREPOSITIONS.

The dog lies under the table. What is *under* here?

Under is a preposition; it shows the relation between *lies* and *table*.

What are the principal relations which prepositions show between words?

Relations of *place where*, *place whence*, *place whither*; *direction* or *tendency*, *cause*, *manner*, *means*, *purpose*, *time*.

Will you illustrate these relations by examples?

Place where, . . . The house stands *upon* the hill.

Place whence, . . The rain falls *from* the clouds.

Place whither, . . The boy ran *into* the garden.

Direction, They fled *toward* the fort.

Cause, The army suffered *from* famine.

Manner, The wind blew *with* violence.

Means, He acquired wealth *by* his industry.

Purpose, They searched the desert *for* water.

Time, He rose *before* day.

The stream flows from under the ice. How is *from under* used?

From under is used as one preposition; it shows the relation between *flows* and *ice*, and may be called a *compound preposition*.

What then is a compound preposition?

A **compound preposition** is composed of two words used as one preposition.

Give other examples.

“I am satisfied *as to* his ability;” “The fort stands *over against* the arsenal.”

When a preposition has no object what may it be called?

An *adverb*, or sometimes a *noun*; thus, adverb, “The captain went *below*;” noun, “It came from *above*.”

EXERCISE 117.

Name the prepositions and the relations they show. Tell which are used as adverbs, which as nouns, and which are compound:

1. The men returned after sunset to their homes. 2. These emigrants came from beyond the ocean. 3. The boy knocked the lamp off the table, and then ran off. 4. He is not able to go out of his room because of sickness. 5. The house has fallen down. 6. The swine ran down a steep place into the sea. 7. All our blessings come from above. 8. As for me, I am ready to go.

EXERCISE 118.

Write sentences, using prepositions expressing relations as directed:

- | | | | |
|-------------------|---|------------|---------------|
| 1. Place where. | EXAMPLE: The horse is <i>in</i> the stable. | | |
| 2. Place whence. | 4. Cause. | 6. Manner. | 8. Purpose. |
| 3. Place whither. | 5. Time. | 7. Means. | 9. Direction. |

LESSON LVII.

CLASSES OF CONJUNCTIONS.

When I say, *The wind blows and the rain falls*, what part of speech is *and*, and why?

And is a conjunction, because it connects the groups of words *the wind blows* and *the rain falls*.

Are these groups of equal or unequal rank in the sentence?

They are of *equal rank*, since neither of them depends upon or modifies the other.

What does *co-ordinate* mean?

Co-ordinate means *of equal rank*.

Since *and* connects words or groups of equal rank, what kind of a conjunction may we call it?

A *co-ordinate conjunction*.

Alice studies, but Minnie is idle. What is *but*? Why?

Will you now define a *co-ordinate conjunction*?

A **co-ordinate conjunction** is one which connects words or groups of words *of equal rank*.

Name the principal co-ordinate conjunctions.

And, or, but, also, besides, furthermore.

You may stay if it rains. What does *if* connect here?

If connects the groups of words *you may stay* and *it rains*.

Are these groups of equal or unequal rank?

Of *unequal rank*, since the clause *if it rains* depends on the principal clause *you may stay*, and attends it merely as a *modifier*.

What does *subordinate* mean?

Subordinate means *of lower rank*.

What kind of a conjunction then may we call *if*?

A *subordinate conjunction*.

He is generous, although he is poor. What is *although*? Why? Define a *subordinate conjunction*.

A **subordinate conjunction** is one which connects words or groups of words of *unequal rank*, one of which modifies the other.

Which are the principal subordinate conjunctions?

If, unless, since, because, that, for, lest, though, although, notwithstanding.

In the sentence, *She will either sing or dance*, what is *either*, and how is it used?

Either is a conjunction, and is used to refer to *or*, which follows.

What does *corresponding* mean?

Referring to, or answering to.

What kind of a conjunction then may *either* be called?

Either is a *corresponding conjunction*, because it refers to *or*.

He is both wise and brave. What is *both*? Why? Will you define a *corresponding conjunction*?

A **corresponding conjunction** is one which refers to another conjunction following it.

Name the principal corresponding conjunctions.

Either corresponding to *or*; *neither* to *nor*; *both* to *and*; *though* to *yet*; *whether* to *or*.

In the sentence, *They spend money as if they were rich*, how may *as if* be regarded?

As if connects the two groups of words like a single conjunction, and may be called a compound conjunction.

What is a *compound conjunction*?

A *compound conjunction* is composed of two or more words used together as one conjunction.

Will you give other examples?

"He looks honest, *and yet* he is very mischievous;"
 "John *as well as* James must be punished."

EXERCISE 119.

Name the conjunctions, and tell to which class each belongs:

1. Our pupils study grammar and arithmetic. 2. He is not rich, but he is generous. 3. If you desire it, I will come. 4. He ran until he was tired. 5. Though it rained violently, yet many people were present. 6. He goes to town in the morning and returns in the evening. 7. The man lived in elegance while his money lasted. 8. He is not a great statesman, nor is he a true

patriot. 9. Since the lady was both rich and handsome, she had many admirers.

EXERCISE 120.

Supply a co-ordinate conjunction in 1, a subordinate in 2, and a corresponding in 3:

1. The brother ..1.. sister love each other (The brother *and* sister love each other). 2. I shall expect you ..2.. it rains. 3. I can not tell ..3.. it will rain ..3.. snow. 4. James ..1.. his brother comes to see us every day. 5. She knows ..2.. she is beautiful. 6. ..3.. the lady is rich ..1.. handsome, ..3.. she is not proud. 7. Washington is honored ..2.. he was great ..1.. good. 8. I remained ..2.. the school was dismissed.

EXERCISE 121.

Write original sentences as directed:

1. Two containing co-ordinate conjunctions. 2. Two containing subordinate conjunctions. 3. Two containing corresponding conjunctions. 4. One containing a compound conjunction.

LESSON LVIII.

INTERJECTIONS.

Repeat the definition of an interjection. In the sentence, "Alas! my child is dead," what is *alas*? Why? When I say, "Mercy! what can I do?" how is the word *mercy* used?

Mercy, though usually a noun, is here used to express a sudden emotion, and hence may be called an *interjection*.

What principle can you give for such cases?

Words usually of other parts of speech, when used merely to express *sudden emotion*, may be regarded as interjections; as, *hush! strange! goodness!*

What can you say of the *case* of a noun or pronoun after an interjection?

Its case often depends upon some word understood; as, "Ah me!" that is, "Ah (woe is to) me!" or "Ah (pity) me!" "Oh, happy (are) we!"

RULES OF SYNTAX.

LESSON LIX.

SENTENCES.

When I say, *A found boy knife the*, what meaning or sense do I convey?

The words express no sense.

Why do they express no sense?

Because they are not properly *arranged*.

What does *syntax* mean?

Syntax means a *putting together* or *arranging*.

Of what does syntax in grammar treat?

Syntax treats of the *arrangement* of words in a sentence and their *relations* to one another.

How can the words *a found boy knife the* be so arranged as to make sense?

The boy found a knife.

Since this collection of words makes *sense*, what may it be called?

A *sentence*.

What then is a sentence?

A **sentence** is a collection of words which makes *complete sense*.

Give examples of *sentences*.

Flowers bloom; the sun shines bright; has the mail arrived?

When I say, *The boy saw*, is this a sentence?

It is not, because it does not make *complete sense*. *Saw* is a transitive verb, and requires an *object* to complete the sense; thus, "The boy saw *the elephant*."

When I say, *In the field; lying by the roadside; while it rains*; are these collections of words sentences?

They are not; *in* implies a *relation* between *field* and something else which must be expressed to complete the sense. *Lying* refers to something understood; and *while* implies that something else takes place while it rains.

Join other words to these phrases so as to make sentences.

"*Men work* in the field;" "*I saw a horse* lying by the roadside;" "*We stay in the house* while it rains."

EXERCISE 122.

Tell which of these collections of words are *sentences*, and which are not:

1. The earth turns on its axis. 2. In spring when the trees are green and the flowers in bloom. 3. Down the steep hill.
4. Birds fly. 5. Whistling for his dog. 6. If you are honest and industrious.

See how many different *sentences* you can make with these eight words:

7. Boys, the, down, see, run, hill, a, girls.

LESSON LX.

SUBJECT AND PREDICATE.

When I say, *Dogs bark*, what is spoken of?

Dogs are spoken of.

What does *subject* mean; as the *subject* of a discourse?

The *subject* is that which is *spoken of*.

What then is the subject in the sentence, "*Dogs bark*?"

Dogs is the subject.

Will you now tell what is the subject of a sentence?

The **subject** is that *of which* something is said.

When I say, *The girl plucked a rose*, what is the subject?

Girl is the subject, because it is that of which something is said.

The wolf caught the lamb. What is the subject? Why? What is said of *dogs* in the sentence, "Dogs bark?"

It is said that they *bark*.

What does *predicate* mean?

Predicate means to *say* or *assert* something.

What then may we call *bark* in the sentence, "Dogs bark?"

Bark is the predicate.

What then is the predicate of a sentence?

The **predicate** is that which *is said* of the subject.

In the sentence, *The little bird sings sweetly*, what is the predicate?

Sings is the predicate, because it is that which is said of bird.

The river flows into the ocean. What is the predicate? Why? What is the subject? Why?

Of what two parts does the sentence "Dogs bark" consist?

Of a subject, *dogs*, and a predicate, *barks*.

What must every sentence contain?

Every sentence must contain a subject and a predicate, either expressed or understood.

What may be the subject of a sentence?

The *subject* is either a *noun* or some *word* or *phrase* used as a noun; as, "The *train* has arrived;" "To *see the sun* is pleasant."

What may be the predicate of a sentence?

The *predicate* is always a *verb*; as, "The rain *falls* from the clouds;" "The teacher *has come*."

The savage dogs of the farmer bark fiercely at the beggar. Which word is the subject? Why? Which the predicate? Why? What is called the grammatical subject?

The *grammatical subject* is the subject *alone* without any of its modifiers; as *dogs*, in the sentence above.

What is called the logical subject?

The *logical subject* is the subject taken together *with all its modifiers*; as, "The savage dogs of the farmer."

What is called the grammatical predicate?

The *grammatical predicate* is the verb *alone* without any of its modifiers; as *bark*.

What is called the logical predicate?

The *logical predicate* is the verb taken together *with all its modifiers*; as, "Bark fiercely at the beggar."

EXERCISE 123.

Name the grammatical subject and predicate, also the logical subject and predicate, in these sentences:

1. Stars twinkle. 2. The bright stars twinkle in the blue sky. 3. Fishes swim in the sea. 4. God created the world. 5. Good pupils always recite promptly. 6. The best scholars in the school missed that question. 7. The general, mounting his horse, drove rapidly to the field.

EXERCISE 124.

Write with each of these predicates: 1st, a grammatical subject; 2d, a logical subject:

1. is useful for writing (1. *Gram. subj.*: *Ink* is useful for writing; 2. *Log. subj.*: *White paper made of rags* is useful for writing). 2. will soil the fingers. 3. swim in the

sea. 4. was lost. 5. always recite their lessons promptly. 6. was a great orator. 7. will moisten the ground. 8. There on the hill stands

Write with each of these subjects: 1st, a grammatical predicate; 2d, a logical predicate:

1. The full moon (1. *Gram. pred.*: The full moon *had risen*; 2. *Log. pred.*: The full moon *shone softly upon the peaceful landscape*). 2. Our dear parents 3. The girl who is kind and gentle 4. That tall mountain 5. The flowers now buried under the winter snow 6. The palace of the queen 7. Rivers 8. The beautiful rainbow

LESSON LXI.

TERMS IN SYNTAX.

When is one word said to *agree* with another?

When it *corresponds* with it in gender, number, person, or case; as, "John has his book;" "The girl writes a letter." Here *his* agrees in gender and number with *John*, and *writes* agrees in number and person with *girl*.

When does one word *govern* another?

When it *determines* its case; as, "I see him." Here the transitive verb *see* requires its object, *him*, to be in the objective case; hence we say *him* is governed by *see*.

When does one word *depend* upon another?

When any of its grammatical properties are determined by that word.

When is one word said to *belong* to another?

When it attends that word merely as a *modifier* of its meaning, having no influence upon its grammatical properties; as, "The man; large apples." Here *the* belongs to *man* and *large* to *apples*.

When is one word said to *modify* another?

When it in any way affects the meaning of that word by expressing the manner, place, time, degree, or other

attending circumstance; as, "He runs *rapidly*;" "He fell *backward*;" "I will go *soon*."

When is one word said to *refer* to another?

When it expresses an act or state attributed to that word; as, "The king soon came in sight, riding on a white horse." Here *riding* expresses an act attributed to *king*, and hence *refers* to it.

When is one word said to *represent* another?

When it is used instead of that word, and has all the properties which the word itself would have in the same situation; as, "The man put his horses in the stall and fed them." Here *them* is used instead of *horses*, and *represents* it.

LESSON LXII.

THE ARTICLE.

In the sentence, *The boy plays*, what is *the*?

The is an *article*, a word joined to a noun to define it.

What *relation* does it sustain to the other words in the sentence?

It belongs to the noun *boy*, which it defines.

This is of sufficient importance to constitute a rule. What then is the first *rule of syntax*?

RULE I. Articles belong to the nouns which they define; as,

A book; *an* apple; *the* sun; *the* mountains.

We can not say *a boys*, *an apples*; but *a boy*, *an apple*. Of what *number* then must the noun be to which *a* or *an* belongs?

NOTE 1. The indefinite article *a* or *an* belongs to the nouns of the *singular number*; as,

A horse; *an* eagle.

(a) The indefinite article may be used before *few*, *dozen*, *hundred*, etc., with *plural* nouns; as,

We have *a few* books;

I saw *a hundred* men in the street.

We may say *the boy* or *the boys*, using either number. What note can you give for this?

NOTE 2. The definite article *the* belongs to nouns of the *singular* or *plural number*; as,

The child plays;

The children go to school.

What note can you give for the use of *a* and *an*?

NOTE 3. *A* is used before *consonant-sounds*; as,

A letter; *a* pretty girl; *a* union.

(a) *An* is used before *vowel-sounds*; as,

An elephant; *an* oyster; *an* hour.

Do we say, *A stone is much used for building the houses?*

No; we mean stone *generally* and houses as a *class*; hence we say, *Stone is much used for building houses.*

What note can you apply?

NOTE 4. The *article* is *omitted* when we refer chiefly to the *nature* of objects, or to the *class* generally; as,

Grass is good food for *cattle*;

Men are generally taller than *women*.

If I say, *A bison inhabits the prairies*, does this sentence express my meaning?

It does not; it implies that a *single* bison inhabits those places, and you wish to say that the *species* lives there. Hence you should say, "*The* bison inhabits the prairies."

What note can you give for this?

NOTE 5. When a noun in the *singular number* is used to denote the *species*, it takes the *definite article*; as,

The ostrich inhabits Africa;

Wine is made from *the* grape.

Do we say, *A Mary is coming; the Mary is coming?*

No; but simply *Mary is coming*, without any article.

May I not say, *I have a Mary in my school?*

Yes; because you wish to make the name *Mary* general, or to refer it to a *class* of girls, of which you have one in your school; hence you use the *indefinite article* with it.

May I not say, *We crossed the Missouri in a boat?*

Yes; because you wish to make the proper noun *Missouri* still *more definite*, so as to denote the *river* and not the *state* of that name; hence you use the *definite article* before it.

Will you give a note for these examples?

NOTE. 6. The article is generally *omitted* before *proper nouns*; as,

Minnie is a good girl;

My brother lives in *Ohio*.

(a) The article *a* or *an* may be used with proper nouns when we wish to make them *general* or refer them to a *class*; as,

I have *a* Burton among my clerks;

I once knew *an* Ivison who was a tailor.

(b) The article *the* may be used with proper nouns when we wish to make them *more definite*; as,

We crossed *the* Ohio into Ohio;

The Norfolk is the finest boat upon *the* James.

I met a boy and girl. What is omitted in this sentence?

The article *a* before the noun *girl*; thus, "I met a boy and *a* girl."

Is it proper to say, *I have an apple and peach?*

No; because the noun *peach* requires a different form of the article from *an*, and it should be expressed; thus, "I have an apple and *a* peach."

Will you give a note for these examples?

NOTE 7. When two or more nouns are closely connected the article may be *omitted* with all except the *first*; as,

He has bought a house and (a) lot;
The men, (*the*) women, and (*the*) children perished.

(a) When the nouns require *different forms* of the article it must be expressed with each; as,

I saw *a* horse and *an* ox in the pasture;
A hawk and *an* eagle flew over our heads.

(b) When the nouns are *contrasted* the article must be used with each; as,

I saw *the* boy, but not *the* girl there;
I have bought *a* house, not *a* lot.

What is the difference in meaning of these two sentences, *I have a red and white rose* and *I have a red and a white rose*?

The first means "I have *one* rose, which is both red and white;" the second means "I have *two* roses, one red and the other white."

What note can you give for this case?

NOTE 8. When two or more adjectives express different qualities of the *same object* the article is generally omitted with all but the *first*; as,

The boy has *a* black and white dog;
He is *a* wise and good man.

(a) When the adjectives express qualities of *different objects* the article is used with each; as,

He owns *a* stone and *a* brick house;
I saw *the* old and *the* young man in the party.

When I say, *This boy is not so good a writer as reader*, what do I mean?

That the boy is not so good a writer as he is a reader, referring to the *same person*.

When I say, *This boy is not so good a writer as a reader*, what may the sentence mean?

That the boy is not so good a writer as a reader is, referring to *different persons*.

Will you give a note for these examples?

NOTE 9. In comparisons with *as* or *than*, when the two nouns refer to the *same object*, the article is used only with the *first*; as,

The man is as good *a* clerk as salesman;
Cæsar was *a* better general than statesman.

(a) When the nouns refer to *different objects*, the article is used with each; as,

A horse is *a* better traveler than *a* mule;
He is as fast *a* talker as *a* Frenchman.

Victoria was made a queen of the realm. Is this sentence correct?

No; it should be "Victoria was made queen of the realm;" since *a* queen would imply that the realm had more than one queen, and that Victoria was merely made *one* of the queens.

Is it correct to say, *The king made Davy knight*?

It is not, because the sentence would imply that there was but *one* person of the dignity of knight. It should be "The king made Davy *a* knight;" that is, one of the *class* of knights.

What note can you give?

NOTE 10. When a noun which is the predicate nominative or objective of another noun or pronoun denotes an office or state *peculiar to the individual* of which it is predicated it *omits* the article; as,

My brother was chosen *captain* of the company;
George Washington was elected *president*.

(a) When the noun denotes an office or state belonging to a *class* of individuals it *takes* the article; as,

I was chosen *a* member of the council;
Arnold was declared *a* traitor.

Is it correct to say, *He assumed the title of a duke?*

It is not; *duke* here means the same as the title itself, and the article should be omitted; thus, *the title of duke*.

Is it correct to say, *He received the honors of duke?*

It is not; *duke* is here used to denote one of a *class*, and hence it should be made *general* by the article; thus, "He received the honors of *a* duke."

Will you give a note for these examples?

NOTE 11. When a noun joined to another by the preposition *of* means the same thing as the noun to which it is joined it *omits* the article; as,

We give the ruler of a state the title of *governor*;
He lives in the state of *Maine*.

(a) When the noun denotes an individual of the *class* which it names it *takes* the article; as,

He assumes all the dignity of *an* alderman;
This lady has the grace of *a* marchioness.

Is it proper to say, *He gave money for founding of a college?*

It is not; we should say *for the founding of a college*, or *for founding a college*; either inserting *the* or omitting *of*.

What note may be given for this?

NOTE 12. When a verbal noun is separated from its object by the preposition *of* it requires the article *the* before it; as,

He made much money by *the* rearing of stock;
The building of this house occupied two years.

When I say, *I have a little money; I have a few friends*; what is my meaning?

That you have *some* money, however small the quantity, and *some* friends, however few.

When I say, *I have little money; I have few friends*; what do I mean?

That you have none worth mentioning of either.

Will you give a note for this distinction?

NOTE 13. *A little, a few*, implies a *real quantity*; some at least; as,

There is *a little* water left;

We have *a few* pupils.

- (a) *Little, few*, implies *none*, or none of consequence; as,
He has *little* respect for his father;
The miser will have *few* friends.

What additional note can you give for the use of the article?

NOTE 14. *A* or *an* is sometimes used in the sense of *each* or *every*; as,

This land is worth ten dollars *an* acre;

We take three meals *a* day.

- (b) *A* sometimes has the force of a *preposition*; as,
The boys went *a* fishing.
- (c) *An* occurs in old writings as a *conjunction*; as,
An (*if*) it were not for thy hoary beard.
- (d) *The* may be used as an *adverb*; as,
The sooner you start *the* better.

EXERCISE 125.

Correct the errors, and give the *rule* or *note* which applies:

1. The cloth was cut with a scissors.
2. We rode a hour and an half in a omnibus.
3. The king rode upon a black and a white horse.
4. First came a rich and poor man in the same carriage.
5. He was able to buy a house, for he had little money.
6. A cross temper gains a little love.
7. I admire the beauty and the modesty of this lady.
8. I admire the beauty but not vanity of this lady.
9. A field and orchard belong to the farm.
10. John is a better writer than a speaker.
11. In removing of his goods a few articles had been overlooked.
12. An ox is a slower animal than horse.
13. Her husband was officer in the army.
14. A

stream runs between the brick and stone house. 15. Napoleon III. was proclaimed an emperor of France. 16. A condor inhabits the summit of Andes. 17. James calls his dog by the name of a Cæsar. 18. She puts on all the airs of princess. 19. The man swam across Mississippi. 20. He owns a fine plantation in the Mississippi. 21. The fellow pretended to be nobleman, and assumed the title of a count. 22. I gave the beggar few coppers which I had left. 23. The envious man will find a few friends. 24. We sailed down Ohio in Water-witch as far as the Louisville.

EXERCISE 126.

Write original sentences as directed below:

- | | |
|----------------------------------|-----------------------------------|
| 1. One illustrating Note 1. | 14. One illustrating Note 8. |
| 2. One illustrating Note 1 (a). | 15. One illustrating Note 8 (a). |
| 3. One illustrating Note 2. | 16. One illustrating Note 9. |
| 4. One illustrating Note 3. | 17. One illustrating Note 9 (a). |
| 5. One illustrating Note 3 (a). | 18. One illustrating Note 10. |
| 6. One illustrating Note 4. | 19. One illustrating Note 10 (a). |
| 7. One illustrating Note 5. | 20. One illustrating Note 11. |
| 8. One illustrating Note 6. | 21. One illustrating Note 11 (a). |
| 9. One illustrating Note 6 (a). | 22. One illustrating Note 12. |
| 10. One illustrating Note 6 (b). | 23. One illustrating Note 13. |
| 11. One illustrating Note 7. | 24. One illustrating Note 13 (a). |
| 12. One illustrating Note 7 (a). | 25. One illustrating Note 14. |
| 13. One illustrating Note 7 (b). | 26. One illustrating Note 14 (a). |

LESSON LXIII.

PARSING.

What does *parse* mean?

Parse is from the same word as *part*; it means to *separate* a sentence into its *parts* and tell their *properties*.

What is meant by *parsing* a word?

Parsing a word is telling what *part of speech* it is, its *grammatical properties*, and its *relations* to the other words in the sentence.

MODEL FOR PARSING AN ARTICLE.

1. Tell the *part of speech*, and why.
2. Tell the *class*, and why.
3. Tell the *noun* to which it belongs.
4. Give the *rule* or *note* which applies.

EXERCISE 127.

Parse the *articles* according to the model:

1. This little boy bought an orange for his sister Charlotte.

EXAMPLE: { 1. *An* is an article—it is joined to a noun to define it;
2. Indefinite—it denotes no particular orange;
3. It belongs to the noun *orange*;
4. Rule I—Articles belong, etc.

2. The boy leads a dog by a string. 3. I bought a dozen eggs and a few apples. 4. The girls have played an hour. 5. The tiger is a native of hot countries. 6. He owns a brick and a stone house. 7. The raising of armies is an expensive affair. 8. The orator delivered a eulogy upon the statesman. 9. The boys go a hunting twice a week. 10. The faster I ride the better I like it. 11. An officer stood before the fort waving a white flag.

LESSON LXIV.

THE NOUN—NOMINATIVE CASE.

In the sentence, *The boy plays*, what is *boy*, and in what case is it?

Boy is a noun, and in the *nominative case*.

What relation does the noun *boy* sustain to the rest of the sentence?

It is the *subject* of the verb *plays*.

What rule of syntax may be derived from this relation?

RULE II. *The subject of a finite* verb is in the nominative case*; as,

The *horse* draws the cart;

We study our lessons.

Thomas, your father is coming. In what case is *Thomas*?

Thomas is in the nominative case; but it has no verb, and is *independent* of the rest of the sentence.

* A verb not in the infinitive mood is a *finite verb*.

When I say, *O sacred city! The boy—oh, where was he?* how are *city* and *boy* used here?

They are used to call attention to the objects, and are in the nominative case without a verb.

Will you give a note for these examples?

NOTE 1. When an *address* is made the noun or pronoun denoting the person or thing addressed is in the *nominative case independent*; as,

Paul, thou art beside thyself;

Where are you going, *girls*?

(a) A noun used in mere *exclamations*, or to call attention to an object, and having no verb of its own, is in the *nominative case independent*; as,

Oh! the *morals* of the day!

Money! I have not a dollar.

When I say, *His money being lost, he was obliged to work*, in what case is *money*?

Money is in the nominative case before the participle *being lost*.

Can you give a note for this construction?

NOTE 2. A noun or pronoun before a *participle* and *independent* of the rest of the sentence is in the *nominative case absolute*; as,

My *horse* having become lame, I procured another;

A *storm* coming on, we stopped at a house for shelter.

(a) The participle of the verb *be* is sometimes omitted in this construction; as,

Our baggage (*being*) safe, we now felt at ease;

Their crops (*being*) destroyed and winter (*being*) already upon them, the settlers suffered severely.

When I say, *Take a seat*, what is the subject of *take*?

Thou or *you*, which is understood; thus, "Take (thou) a seat."

What note can you give for the omission of the subject?

NOTE 3. The subject is generally *omitted* with the *imperative mood*; as,

Remember (*thou*) thy Creator;

Learn (*thou* or *you*) something useful every day.

(a) The subject is often *omitted* with all except the *first* of several successive verbs having the same subject; as,

The boys went and (*they*) opened the door;

He arose, (*he*) opened the book, and (*he*) began to read.

What notes can you give as to the position of the subject?

NOTE 4. The subject generally *precedes* the verb; as,

The *boy* reads;

The *sun* has risen.

NOTE 5. In *interrogative sentences* the subject generally *follows* the verb; as,

Believest *thou* this;

Has the *train* arrived?

NOTE 6. In *exclamatory sentences* the subject may either *precede* or *follow* the verb; as,

How softly falls the *snow*!

How the *thunder* roars!

NOTE 7. The subject is often placed *after* the verb to give greater animation to the style; as,

Away over the fields flits the gay *butterfly*;

On rushed the *steeds*, to battle driven.

NOTE 8. In subordinate clauses introduced by *neither* or *nor* the subject *follows* the verb; as,

You were not there, nor was *he*;

I have not seen him, nor have *I* heard from him.

EXERCISE 128.

Correct the errors, and give the *rule* or *note* which applies:

1. Him and me are going to school.
2. Them that are whole need not a physician.
3. Are them ripe peaches?
4. Him not coming as he promised, we started without him.
5. He is older

than me, but I am as tall as him. 6. Who broke this vase? Me. 7. I for one am not going. Nor me either. 8. Whom do you think sent me this letter? 9. Will return your father to-day? 10. Girls, give me you your books. 11. How long have been you waiting? 12. That lady is proud, but she is not pretty, nor she is witty. 13. The man arose, he spoke a few words, and he sat down again.

EXERCISE 129.

Write original sentences as follows:

- | | |
|---------------------------------|---------------------------------|
| 1. One illustrating Rule II. | 7. One illustrating Note 3 (a). |
| 2. One illustrating Note 1. | 8. One illustrating Note 4. |
| 3. One illustrating Note 1 (a). | 9. One illustrating Note 5. |
| 4. One illustrating Note 2. | 10. One illustrating Note 6. |
| 5. One illustrating Note 2 (a). | 11. One illustrating Note 7. |
| 6. One illustrating Note 3. | 12. One illustrating Note 8. |

MODEL FOR PARSING A NOUN.

1. Tell the *part of speech*, and why.
2. Tell the *class*, and why.
3. Tell the *gender*, and why.
4. Tell the *person*, and why.
5. Tell the *number*, and why.
6. Tell the *case*, and why.
7. Tell what verb (if any) it is the subject of, or what it is governed by.
8. Give the *rule* or *note* which applies.

EXERCISE 130.

Parse the *nouns* in the *nominative case* according to the model:

1. Many beautiful and fragrant flowers bloom in the garden.

Ex.: {

1. *Flowers* is a noun—it is a name of something;
2. Common—it is a general name;
3. Neuter gender—it denotes objects neither male nor female;
4. Third person—it denotes objects spoken of;
5. Plural number—it denotes more than one;
6. Nominative case—it sustains the relation of subject;
7. Subject of the verb *bloom*;
8. Rule II—The subject of a finite verb, etc.

2. The wind blew and the rain fell.
3. Virtue secures happiness.
4. Our Father in heaven! watch over us this night.
5. Ah! the misery of suspense!
6. Our fathers—where are they?
7. His errand having been performed, he returned home.
8. O sacred

Truth! thy triumph ceased awhile. 9. Knows not the child his name? 10. Could not the vessel have been saved? 11. Their crops secured and their minds at ease, the farmers sit by their winter fires.

LESSON LXV.

THE NOUN—POSSESSIVE CASE.

In the sentence, *Mary's eyes are blue*, what relation does the noun *Mary's* sustain to the other words?

It sustains the relation of *possessor* to *eyes*, and is therefore in the *possessive case*.

What word makes it a possessor or *governs* its case?

The noun *eyes*, which denotes the thing possessed.

Will you give a rule for this government?

RULE III. *The possessive case is governed by the noun which denotes the thing possessed; as,*

The *preacher's* discourse was eloquent;

Have you read the *President's* message.

In the sentence, *I live at my uncle's*, what is omitted here?

Some word, as *house*; thus, "I live at my uncle's *house*."

What note can you give?

NOTE 1. The noun governing the possessive case is sometimes *omitted* when it can be easily supplied; as,

He has gone to the *butcher's*;

This is a poem of *Milton's*.

What note can you give for a succession of possessives?

NOTE 2. When a *succession* of possessives would produce harshness some of them may be changed to the *objective* with the preposition *of*; as,

The mother of Captain Smith's wife; (instead of)

Captain Smith's wife's mother.

In the sentence, *I did not hear of the ship's being lost*, what governs *ship's*?

The verbal noun *being lost*.

What note will you give?

NOTE 3. The possessive case is sometimes governed by a *verbal noun*; as,

The traveler's *being* lame, made his progress slow;
His *having* once *been caught*, made him shy.

When I say, *I have Mary and Lucy's presents*, what does this sentence imply?

That Mary and Lucy own the presents in *common*.

In what case then is *Mary*?

In the possessive case without the *possessive sign*.

I passed Smith's and Newton's farms. What does this imply?

That Smith and Newton own *separate farms*.

What note can you give for these examples?

NOTE 4. When two or more nouns imply *common possession* the *last* only takes the *possessive sign*; as,

I called upon the *boy* and *girl's* mother;
That house is *Alice, Jane, and Fannie's* home.

(a) If the nouns imply *separate possession*, each takes the *possessive sign*; as,

The *boy's* and *girl's* statements did not agree;
He followed neither his *father's* nor his *mother's* advice.

This is Saxe the poet's house. How is *poet's* used here?

It denotes the same person as *Saxe*, and is annexed to it to show what *Saxe* is meant—*Saxe the poet*.

What is a noun thus used called?

An *appositive*; thus, *poet's* is an *appositive* of *Saxe*.

In what case is *Saxe* above?

In the possessive case without the *possessive sign*.

I live at Hall, a rich and generous man's. Is this proper?
No; it should be, "I live at *Hall's*, a rich and generous man.

Will you give a note for these examples?

NOTE 5. When a noun and its *appositive* stand together in the possessive case the *last* only takes the possessive sign; as,

Have you seen *Peale* the *artist's* last painting?

Has *Jones* the *tailor's* bill been paid?

(a) If the governing noun is *omitted* and the appositive is *modified* by other words, or if there are *several* appositives, the *first* noun only takes the sign; as,

I bought the book at *Smith's*, the *bookseller* and *stationer*;

I dined at Captain *Wilson's*, an old and valued *friend*.

I visited the Earl's of Richmond estate. Is this correct?

It is not; *Earl of Richmond* is regarded as *one name*, and the possessive sign is annexed to the *last* noun; thus, "I visited the Earl of *Richmond's* estate."

What note can you give?

NOTE 6. When an *adjunct* to a noun in the possessive is so closely connected with it in sense that the two are used as *one appellation* the adjunct-noun alone takes the possessive sign; as,

This is the *Queen of England's* crown;

Give me a *quarter of a dollar's* worth of paper.

How may this sentence be corrected, *The lady laughed at the simpleton's, as she called him, awkward manners?*

The lady laughed at the awkward manners of the simpleton, as she called him.

What note can you give?

NOTE 7. A *clause* should not come between a *possessive* and its *governing noun*; as,

This was the tattler's, *as she was called*, last tale;

(Corrected) This was the last tale of the tattler, *as she was called*.

EXERCISE 131.

Correct the errors and give the *rule* or *note* which applies:

1. I left the cloth at the tailor. 2. This dress of Mary is very pretty. 3. Is there any chance of us having a holiday? 4. I never heard of the lady being a widow. 5. The man leaving the gate open was the cause of the pig getting into the garden. 6. I have been reading a work of Shakespeare. 7. I have read the complete works of Shakespeare's. 8. She showed me the stupid fellow's, as she called him, letter. 9. I have just settled Clark's the grocer's account. 10. This was his father but not his mother's advice. 11. That young man is the Duke's of Newcastle oldest son. 12. The safety lamp was an invention of Davy. 13. I spent the night at Smith, an old and valued friend's. 14. I bought the medicine at Brown, the apothecary and chemist's.

EXERCISE 132.

Write original sentences as follows:

- | | |
|-------------------------------|---------------------------------|
| 1. One illustrating Rule III. | 6. One illustrating Note 4 (a). |
| 2. One illustrating Note 1. | 7. One illustrating Note 5. |
| 3. One illustrating Note 2. | 8. One illustrating Note 5 (a). |
| 4. One illustrating Note 3. | 9. One illustrating Note 6. |
| 5. One illustrating Note 4. | 10. One illustrating Note 7. |

EXERCISE 133.

Parse the nouns in the *possessive case* according to the model for nouns, applying under 8 the appropriate *rule* or *note*:

1. My father's horse was sold for one hundred and ten dollars.

Ex.: { 1. *Father's* is a noun—it is a name of a person;
 2. Common—it is a general name;
 3. Masculine gender—it denotes a male;
 4. Third person—it denotes the person spoken of;
 5. Singular number—it denotes but one;
 6. Possessive case—it denotes the possessor;
 7. And is governed by the noun *horse*;
 8. Rule III—The possessive case is governed, etc.

2. The lion's strength is very great. 3. A hero's name is greater than a king's. 4. I spent the night at my friend Clark's. 5. This is the home of my friend's wife's father. 6. He was detained on account of his son's being sick. 7. I bought the articles at Jones and Parker's store. 8. This is the Earl of Barrenhead's youngest son. 9. He is agent for Howe's and Singer's sewing-machines.

LESSON LXVI.

THE NOUN—OBJECTIVE CASE.

In the sentence, *The dog bit the pig*, what relation does the noun *pig* sustain to the other words?

It sustains the relation of *object* to the verb *bit*, and is therefore in the *objective case*.

What word *governs* its case?

The verb *bit*.

What kind of a verb is *bit*, and why?

A *transitive verb*, because it has an *object*.

Since then a verb governs the case of its object, what rule may be derived from this fact?

RULE IV. *Transitive verbs in the active voice govern the **objective case***; as,

The boy cut his *finger*;

The girl writes a *letter*.

He lived a happy life. What is the object of *lived* here?

Life, which is a noun of *kindred meaning* to the verb.

What note can you apply?

NOTE 1. An intransitive verb may govern an *objective* of kindred meaning to the verb itself; as,

He ran a *race*;

The man died a miserable *death*.

Walk your horse over this bridge. How is *walk* used here?

It is used in a *causative* sense; thus, “*Cause* your horse to walk,” etc.

In what case is *horse* then?

In the objective case, the object of *walk*.

Will you give a note for such examples?

NOTE 2. An intransitive verb used in a *causative sense* governs the objective case; as,

The captain *marched* his company to the field;

He *works* his men very hard.

What additional note can you give for intransitive verbs?

NOTE 3. Intransitive verbs are sometimes used *transitively*, and thus govern an objective case; as,

Look danger in the face;

They *talked* the hours away.

What note as to the *position* of the objective case?

NOTE 4. The objective case generally *follows* the verb which governs it; as,

Cain slew his *brother*;

The soldiers attacked the *fort*.

(a) The objective is sometimes (especially in poetry) *placed before* the governing verb, when ambiguity would not be caused; as,

His trusty *sword* the hero drew;

His *head* the chief uncovered, and thus spoke.

(b) When the objective is a *relative pronoun* it *precedes* the governing verb; as,

He is the man *whom* I saw;

I have lost the book *which* you gave me.

EXERCISE 134.

Correct the errors and give the *rule* or *note* which applies:

1. Who did you see at the theater? 2. He invited my sister and I to spend the summer with him. 3. He who is idle you should punish, not I who am studious. 4. I must show who I mean by the gentry. 5. You may marry whosoever you choose. 6. The waiters serve theirselves first. 7. He and they we know, but who are you? 7. This is the scholar we think whom deserves the prize.

EXERCISE 135.

Write original sentences as follows:

- | | |
|------------------------------|---------------------------------|
| 1. One illustrating Rule IV. | 4. One illustrating Note 3. |
| 2. One illustrating Note 1. | 5. One illustrating Note 4. |
| 3. One illustrating Note 2. | 6. One illustrating Note 4 (a). |

EXERCISE 136.

Parse the nouns in the *objective case* according to the model for nouns, applying under 8 the appropriate *rule* or *note*:

1. The little girls roll their hoops gayly upon the grassy lawn.

- Ex.: {
- 1. *Hoops* is a noun—it is a name of something;
 - 2. Common—it is a general name;
 - 3. Neuter gender—it denotes objects neither male nor female;
 - 4. Third person—it denotes the objects spoken of;
 - 5. Plural number—it denotes more than one;
 - 6. Objective case—it sustains the relation of object;
 - 7. And is governed by the verb *roll*;
 - 8. Rule IV—Transitive verbs in the active voice, etc.

2. The boy spins his top. 3. Good children love their parents.
 4. George lost his sister's book. 5. The bird builds its nest and
 lays its eggs. 6. Fire burns wood and cooks our food. 7. He
 taught us arithmetic. 8. They danced their cares away. 9. He
 grinned a ghastly smile. 10. This pretty book my uncle gave me.

LESSON LXVII.

THE NOUN—OBJECTIVE CASE ADJUNCT.

In the sentence, *The horse jumped over the fence*, what relation does the noun *fence* sustain to the other words?

It is the *object* of the relation expressed by the preposition *over*, and is therefore in the *objective case*.

What rule may be derived from this relation?

RULE V. *Prepositions govern the objective case; as,*

His hat hangs upon a *nail*;
 The moon shone through a *cloud*.

In the sentence, *Give this lady a seat*, in what case is *lady*?

In the objective case governed by the preposition *to*, which is understood; thus, "Give (*to*) this lady a seat."

What note can you give as to the omission of the preposition?

NOTE 1. The *preposition* governing the objective case is often *omitted*:

(a) When the objective comes between a *transitive verb* and its object; as,

Buy (*for*) me a knife;

Show (*to*) the teacher your book.

(b) After *near*, *like*, *opposite*, and some other words; as,

He lives near (*to*) the city;

He is like (*to*) his father.

(c) Before all but the *first* of several successive objects in close connection; as,

He strives for honor, (*for*) wealth, and (*for*) power.

What note for the *position* of the objective of a preposition?

NOTE 2. The objective case generally *follows* the preposition which governs it; as,

Clouds float in the *air*;

Across this *river* extends a bridge.

(a) In *poetry* the objective sometimes *precedes* the governing preposition; as,

She lived these peaceful *vales* among;

They walked the *jungle* through.

EXERCISE 137.

Correct the errors, and give the *rule* or *note* which applies

1. Who will you vote for? 2. He sent several presents to my sister and I. 3. I will lend to you my book. 4. They were all present but he and I. 5. There will be trouble between you and he. 6. Who did you send the letter to? 7. I will give the money to whoever I choose. 8. Lend that book me. 9. The travelers asked for food, for clothing, and for shelter. 10. Her eyes are like to her sister's.

EXERCISE 138.

Write original sentences as follows:

- | | |
|---------------------------------|---------------------------------|
| 1. One illustrating Rule V. | 4. One illustrating Note 1 (c). |
| 2. One illustrating Note 1 (a). | 5. One illustrating Note 2. |
| 3. One illustrating Note 1 (b). | 6. One illustrating Note 2 (a). |

EXERCISE 139.

Parse the nouns in the *objective case adjunct* according to the model for nouns, applying under 8 the appropriate *rule* or *note*:

1. The pig ran into the garden, but the dog drove him out.

- Ex.: {
- 1. *Garden* is a noun—it is a name of something;
 - 2. Common—it is a general name;
 - 3. Neuter gender—it denotes an object neither male nor female;
 - 4. Third person—it denotes the object spoken of;
 - 5. Singular number—it denotes but one;
 - 6. Objective case—it denotes the object of a relation;
 - 7. And is governed by the preposition *into*;
 - 8. Rule V—Prepositions govern, etc.

2. The boy goes to school. 3. We live in Richmond. 4. Rain falls from the clouds upon the earth. 5. The river flows through the valley under the bridge into the ocean. 6. The boys slide down the hill on their sleds. 7. Tell the lady your name. 8. Up the tree scampered the squirrel. 9. Flowers bloom in the fields, gardens, and forests. 10. The school-house stands opposite the church near the bridge. 11. They sat the silvery moon beneath.

LESSON LXVIII.

THE NOUN—OBJECTIVE CASE RESTRICTIVE.

In the sentence, *The lake is a mile wide*, what relation does the noun *mile* sustain to the other words?

It serves to *restrict* the meaning of the adjective *wide* to a certain extent—namely, a *mile*; hence it is in the *objective case restrictive*.

The river rose four feet. How is the noun *feet* used here?

It is used to *restrict* the meaning of the verb *rose* to a certain extent—namely, *four feet*—and is in the *objective case restrictive*.

What rule may be derived from these examples?

RULE VI. *A noun used to restrict the meaning of an adjective or a verb, by telling the space, time, or measure to which it extends, is in the objective case restrictive; as,*

I am twelve *years* old;

Baltimore is fifty *miles* from Washington.

What note can you give under this rule?

NOTE 1. *A preposition may often be supplied before the objective restrictive; as,*

I remained there (*during*) a week;

The workmen went (*to*) home.

In the sentence, *I was taught grammar*, how is *grammar* used?

It restricts the meaning of the verb *was taught*, and is in the *objective case restrictive*.

What note may be given?

NOTE 2. *A verb in the passive voice may govern the objective case restrictive; as,*

We were taught many useful things;

He was fined fifty dollars.

EXERCISE 140.

Write original sentences as follows:

1. One illustrating Rule VI.

2. One illustrating Note 2.

EXERCISE 141.

Parse the nouns in the *objective case restrictive* according to the model for nouns, applying under 8 the appropriate *rule* or *note*:

1. My youngest sister will be ten years old next September.

- Ex.: {
1. *Years* is a noun—it is a name of something;
 2. Common—it is a general name;
 3. Neuter gender—it denotes objects neither male nor female;
 4. Third person—it denotes the objects spoken of;
 5. Plural number—it denotes more than one;
 6. Objective case restrictive—it restricts another word;
 7. And is governed by the adjective *old*;
 8. Rule VI—A noun used to restrict, etc.

2. The well is twenty feet deep. 3. We play two hours every morning. 4. My new book cost two dollars. 5. My little brother weighs forty pounds. 6. The monument is two hundred feet high. 7. This boy does not care a fig for his books. 8. His brother is a good deal larger than he is. 9. We were asked our opinion of the subject. 10. This milk is a little sour. 11. He is a thousand dollars in debt. 12. That house is worth five thousand dollars. 13. His coat is a world too big for him.

LESSON LXIX.

THE NOUN—OBJECTIVE CASE SUBJECT.

I believe him to be honest. In what case is *him* here?

In the objective case.

Is it the object of the verb *believe*?

It is not; the phrase *him to be honest* is the object of *believe*.

To what is the phrase *him to be honest* equivalent?

To a *nominal clause*; thus, "I believe *that he is honest*."

When a *clause* is thus abridged into a *phrase* what changes are made?

The verb is put in the *infinitive mood*, and its *nominative subject* is changed into an *objective subject*.

What rule can you give for this construction?

RULE VII. *When an infinitive phrase is an abridgment for a nominal clause its subject is in the objective case; as,*

I believe *the story* to be false;

He thinks *himself* to be wise.

In the sentence, *It is time for us to go*, in what case is *us*?

In the objective case subject of the infinitive *to go*.

What then is the object of the preposition *for*?

The infinitive phrase *us to go*.

What note can you apply?

NOTE 1. The infinitive with its objective subject when not governed by a transitive verb is often introduced by the preposition *for*; as,

He gave the order *for* us to start;

It is better *for* the men to remain

EXERCISE 142.

Write original sentences as follows:

1. Two illustrating Rule VII.

2. Two illustrating Note 1.

EXERCISE 143.

Parse the nouns in the *objective case subject* according to the model for nouns, applying under 7 the appropriate *rule* or *note*:

1. I never knew figs to grow upon thistles.

- | | | |
|------|---|--|
| Ex.: | { | 1. <i>Figs</i> is a noun—it is the name of something; |
| | | 2. Common—it is a general name; |
| | | 3. Neuter gender—it denotes objects neither male nor female; |
| | | 4. Third person—it denotes the objects spoken of; |
| | | 5. Plural number—it denotes more than one; |
| | | 6. Objective case—subject of the infinitive <i>to grow</i> ; |
| | | 7. Rule VII—When an infinitive phrase, etc. |

2. We supposed the money to have been paid. 3. We considered the house to be worth the money. 4. The captain commanded his horse to be brought. 5. When we awoke we found our sacks to be stolen. 6. She fancies herself to be an heiress. 7. It is time for school to commence. 8. It is too late for you to return to-night. 9. It is better for the children to stay at home.

LESSON LXX.

THE NOUN—APPOSITIVE.

In the sentence, *Paul the apostle went to Rome*, how is the noun *apostle* used?

It denotes the same person as Paul, and is *apposed* or annexed to the noun *Paul* to explain

it, or tell *what* Paul is meant; it is therefore called an *appositive*.

What then is an *appositive*?

An *appositive* is a noun or pronoun joined to another for the sake of explanation or emphasis, and denoting the *same object*; thus, "Jones, the wealthy *merchant*, is here."

In what case is *apostle* in the sentence, "Paul the apostle went to Rome?"

In the *nominative case*, since *Paul* is in the nominative.

This is Mason the poet's house. In what case are *Mason* and *poet's*?

Mason is in the *possessive case*, because it denotes the *possessor* of the house; and since *poet's* is an *appositive* denoting the same person, it is in the same case, the *possessive*.

I saw Brown the sailor to-day. In what case is *sailor*?

Sailor is an appositive of *Brown*, and is in the same case—namely, the *objective*.

From these examples we see that the *appositive* takes either of the three cases according to that of the noun to which it is joined. What rule may be derived?

RULE VIII. *The appositive is in the same case as the noun or pronoun to which it is apposed; as,*

Nom., Jones, the *merchant*, has failed.

Poss., Have you paid Dobbs the *grocer's* account?

Obj., We crossed the Amazon, the largest *river* in the world.

To travel comfortably, a necessary thing in my case, was impossible. What is the necessary *thing* spoken of?

To travel comfortably.

To what then is *thing* apposed, and in what case is it?

Thing is in the nominative case, the appositive of the phrase *to travel comfortably*.

What note can you give?

NOTE 1. A noun may be an appositive of a *phrase*, a *clause*, or a *sentence*; as,

Phrase, To play the flute, his chief *delight*, was now impossible.

Clause, That it might rain, a common *event*, was never thought of.

Sentence, He became a bankrupt, a *result* which had long been expected.

The notion that she is a beauty has spoiled her. How is the clause *that she is a beauty* used here?

As an appositive of *notion* to show what notion it is.

What note may be given for this case?

NOTE 2. A phrase, a clause, or a sentence may be the appositive of a noun; as,

Phrase, His favorite sport, *to hunt the deer*, was over.

Clause, The motion *that the petition be granted* prevailed.

Sentence, The maxim, *Haste makes waste*, is little heeded.

This man as a rider has few equals. How is *rider* used here?

It is annexed to the noun *man* as a modifier, and, denoting for the time being the *same object*, may be regarded as an *appositive*.

In what case is *rider* then?

In the nominative case agreeing with *man*.

In the sentence, *This man's skill as a rider has seldom been surpassed*, how is *rider* used?

As an appositive of *man's* in the possessive case.

What note can you give?

NOTE 3. The appositive of a noun or pronoun is sometimes joined to it by the conjunction *as*; *as*,

This man *as* an orator has few equals;

Your father's office *as* judge is a responsible one;

We honor Washington *as* the savior of our country.

EXERCISE 144.

Write original sentences as follows:

1. One illustrating Rule VIII.

3. One illustrating Note 2.

2. One illustrating Note 1.

4. One illustrating Note 3.

EXERCISE 145.

Parse the *appositives* according to the model for nouns, applying under 7 the appropriate *rule* or *note*:

1. Arnold the traitor left the country he had sought to betray.

- | | | |
|------|---|---|
| Ex.: | { | 1. <i>Traitor</i> is a noun—it is a name; |
| | | 2. Common—it is a general name; |
| | | 3. Masculine—it denotes a male; |
| | | 4. Third person—it denotes the object spoken of; |
| | | 5. Singular number—it denotes but one; |
| | | 6. Nominative case—appositive of <i>Arnold</i> ; |
| | | 7. Rule VIII—The appositive is in the same case, etc. |

2. Paris, the capital of France, is a fine city. 3. Washington, the patriot and hero, is honored by his countrymen. 4. He married Clara, the sister of his friend William. 5. John the Baptist's head was cut off at the Princess Herodias's request. 6. To smoke his pipe, his chief solace, was now denied him. 7. The pretense that she was an heiress did not avail her. 8. This boy *as* a writer excels any in his class. 9. Thompson and Hawkins, members of the board, visited the school yesterday. 10. I am pleased with your father's appointment *as* chaplain.

LESSON LXXI.

THE NOUN—PREDICATE.

In the sentence, *The earth is a planet*, what is said or *predicated* of the earth?

That it *is a planet*, and hence *planet* is a *predicate* of earth.

In what case is *planet* here?

Planet denotes the same object as *earth*, and is in the *nominative case predicate* of *earth*.

In the sentence, *I believe the earth to be a planet*, how is *planet* used?

It is still a predicate of *earth*, which is now in the objective case.

In what case then is *planet* here?

In the *objective case predicate* of *earth*.

Since *planet* in these examples changes its case to agree with its noun *earth*, what rule can you derive?

RULE IX. *A noun used as a predicate of another noun or pronoun, and referring to the same object, is put in the same case;*

God is the *Creator* of the world;

The traveler found his companion to be a *thief*.

What note can you give under this rule?

NOTE 1. The predicate *verb* is sometimes *omitted*; as,
I always considered the man (*to be*) my friend;
He must think us (*to be*) fools.

The girl was named Mary by her father. How is *Mary* used?
Mary is in the *nominative case predicate* of *girl*.

If we change the sentence to the active voice—thus, “Her father named the girl Mary”—how is *Mary* used here?

Mary is still a predicate, but it is changed in case to agree with the noun *girl*, which has become *objective*.

What does *Mary* denote, and in what case is it?

It denotes the noun *girl* as *affected by the act of the verb*, and is in the *objective case predicate*.

What note can you apply?

NOTE 2. A noun joined to another noun or pronoun in the objective case, and denoting it as *affected by the act of the verb*, is in the *objective case predicate*; as,

Romulus named the city *Rome*;

I call my dog *Max*.

In the sentence, *To be a Christian at all times is not easy*, how is *Christian* used?

It is used as a *complement* of the verb *to be*, and is in the nominative case predicate, the noun of which it is predicated being omitted on account of its being *indefinite*.

The fear of being called a coward made him brave. How is *coward* used here?

It is in the nominative case predicate, the *complement* of the participle *being called*.

What note can you give for these examples?

NOTE 3. A noun in the nominative case predicate is often used as a *complement* of an infinitive or a participle; as,

To become a learned *man* requires study;

His being a good *swimmer* saved his life.

The man went as guide to the party. How is *guide* used here?

It is used merely as a predicate of *man*, and the sentence is equivalent to "The man went a guide to the party."

In what case then is *guide*?

In the nominative case predicate of *man*.

They engaged the man as guide. How is *guide* used here?

It is still a predicate of *man*, which is now in the *objective*. Hence *guide* is in the objective case predicate of *man*.

What note can you apply?

NOTE 4. The predicate noun is sometimes introduced by the conjunction *as*; as,

He acted *as* leader of the band;

We may consider the word *as* a noun.

EXERCISE 146.

Correct the errors, and give the *rule* or *note* which applies:

1. Do you think it is him? 2. It was not me that told the story. 3. If I was him, I would go. 4. Whom do men say that I am. 5. I had no suspicion of its being them. 6. Who do you take us to be? 7. I did not believe it was him. 8. It was not us that made the noise. 9. There is no doubt of its having been her.

EXERCISE 147.

Write original sentences as follows:

- | | |
|------------------------------|-----------------------------|
| 1. One illustrating Rule IX. | 4. One illustrating Note 3. |
| 2. One illustrating Note 1. | 5. One illustrating Note 4. |
| 3. One illustrating Note 2. | |

EXERCISE 148.

Parse the *predicate nouns* according to the model for nouns, applying under 7 the appropriate *rule* or *note*:

1. This youth will become an orator of the highest order.

EXAMPLE: { 1. *Orator* is a noun—it is a name;
 2. Common—it is a general name;
 3. Masculine—it denotes a male;
 4. Third person—it denotes the object spoken of;
 5. Singular number—it denotes but one;
 6. Nominative case predicate of *youth*;
 7. Rule IX—A noun used as a predicate, etc.

2. The diamond is a precious gem. 3. His father died a drunkard. 4. I am tired of being an idler. 5. Cicero and Antonius were elected consuls. 6. Whales are killed with an instrument called a harpoon. 7. We suspected him to be an impostor. 8. They called the settlement Jamestown, in honor of their king. 9. Her daughter is represented as a great heiress. 10. Historians represent Brutus as having been a lover of liberty. 11. Do you think me a boy? 12. The thought of being called a hero stimulated him. 13. His being a foreigner prevented his election. 14. There we met a chief called Big-foot. 15. I have a faint recollection of his having once been a judge. 16. I always regarded the scheme as a humbug. 17. Modesty is considered an ornament of youth. 18. The general had few equals as a soldier, but his character as a statesman is not to be commended. 19. I thought the man a friend, but he proved to be an enemy.

EXERCISE 149.

Parse the articles and nouns in the following sentences.

At this stage the words may be succinctly parsed according to the following order, which should be invariably followed:

1. The little girls roll their hoops upon the grassy lawn.

Ex.:	{	<i>The</i>	Article, definite, belonging to <i>girls</i> ;
			Rule I—Articles belong, etc.
		<i>Girls</i>	Noun, common, feminine, third, plural, nominative, subject of the verb
			<i>roll</i> ; Rule II—The subject, etc.

2. The clouds nourish the earth with showers. 3. My friends, I am happy to see you. 4. The train having already started, we returned home. 5. The storm at hand, we sought refuge at the nearest house. 6. How brightly shines the sun, the king of day! 7. Away sped the horsemen over the fields. 8. The captain's best horse was stolen by the Indians. 9. The bread was obtained at the baker's. 10. This gentleman is Wilson and Martin's clerk. 11. That shed is Blunt the blacksmith's shop. 12. His mother wept tears of joy at his return. 13. The boys sail their little boats on the pond. 14. He gives his time to work, study, and amusement. 15. The old farm, the scene of my boyish sports, has been sold. 16. Such an opportunity you may never have again. 17. To become rich, his highest aim, was now easy. 18. This man has some reputation as an artist. 19. At last the tyrant died, an event which few lamented. 20. Your brother's duties as secretary are very light. 21. Thebes and Babylon, famous cities of antiquity, are now in ruins. 22. Lawyers Tongue and Bubble were engaged in the case. 23. They received me as the representative of the party. 24. The disciples were called Christians. 25. Pythagoras styled himself a philosopher. 26. His being a close student gained him the prize.

LESSON LXXII.

THE ADJECTIVE.

In the sentence, *He wears a black hat*, what is *black*, and what *relation* does it sustain to the other words?

Black is an adjective, and *belongs* as a qualifier to the noun *hat*.

What rule of syntax may we derive from this relation?

RULE X. Adjectives *belong to the nouns or pronouns which they describe or define; as,*

Minnie has *rosy* cheeks;

Many stars shine in the *blue* sky.

In the sentence, *To see the sun is pleasant*, what is pleasant?

To see the sun.

To what then does the adjective *pleasant* belong?

To the phrase *to see the sun*.

That you should forget your books is strange. To what does *strange* belong in this sentence?

To the clause *that you should forget your books*.

What note can you apply?

NOTE 1. The adjective may belong to a *phrase* or a *clause* which is used as a noun; as,

To live without care must be *pleasant*;

When the train will arrive is *uncertain*.

To be wise requires study. How is the adjective *wise* used here?

It is used as the *complement* of the verb *to be*, its noun being omitted on account of its being *indefinite*.

The idea of being rich pleased him. How is *rich* used here?

As the *complement* of the participle *being*.

What note can you apply?

NOTE 2. An adjective is sometimes used as the *complement* of an *infinitive* or *participle*, belonging to some *indefinite* noun; as,

To be *good* is better than to be *rich*;

There is nothing lost by being *careful*.

The peaches are ripe. How is the adjective *ripe* used here?

It is used to *predicate* a quality of *peaches*.

What note can you give?

NOTE 3. An adjective is often used in the *predicate* of a sentence to express a quality belonging to the *subject*; as,

The man soon became *rich*;
The story was pronounced *false*.

Is it correct to say, *The flowers look sweetly*?

It is not. We do not wish to say that the flowers look in a *sweet manner*, but rather to *describe* the flowers; hence we should use the adjective *sweet*; thus, "The flowers look *sweet*."

Is it correct to say, *The bird sings sweet*?

It is not. Here we wish to describe the *manner* of singing, and not the bird; hence we should use the adverb *sweetly*; thus, "The bird sings *sweetly*."

What note can you apply?

NOTE 4. An *adjective* must be used in the predicate of a sentence when we wish to describe the *quality* of the *subject*; as,

Alice looks very *pretty* in her new dress;
These apples taste *sour*.

(a) An *adverb* must be used when we wish to describe the *manner* of the *action*; as,

Alice dances very *prettily*;
These plants grow *rapidly*.

When I say, *The rich are not always happy*, what is my meaning?

That *rich persons* are not always happy.

What note can you give?

NOTE 5. The adjective is sometimes used *without* its *noun* when the latter can be easily supplied; as,

The *wicked* (persons) will be punished;
Many (persons) do not believe this story.

Choose the good, shun the evil. How are *good* and *evil* used?

They are used as *names* of the *abstract qualities* which they express, and may be regarded as nouns.

What note can you give for this use?

NOTE 6. Adjectives when used as *names* of their *qualities* without referring these qualities to any objects become *abstract nouns*; as,

He is a lover of the *beautiful*;

Forget the *past*; live for the *future*.

Is it correct to say, *She behaved very proper*?

It is not. We wish to tell the *manner* in which she *behaved*; hence we should use the adverb *properly*; thus, "She behaved very *properly*."

Will you give a note for this use?

NOTE 7. *Adverbs*, and not adjectives, should be used to modify *verbs*, *adjectives*, *adverbs*, and *adjuncts*; as,

The girl reads *fluently* (not *fluent*);

The night was *exceedingly* dark (not *exceeding*);

You have done *remarkably* well (not *remarkable*);

He acts *consistently* with his principles (not *consistent*).

(a) Two or more adjectives when used to express a single property or quality of an object are joined by a hyphen; as,

He had *deep-blue* eyes and wore a *light-gray* suit.

In the sentence, *I have bought a gold watch*, how is *gold* used?

It is used to *describe* the watch, and is an *adjective*.

What note can you give for such examples?

NOTE 8. A noun used to express a *quality* of another noun becomes an *adjective*; as,

A *silver* goblet stood on a *marble* table;

The *summer* days are longer than the *winter* days.

Is it correct to say, *Nellie is fairer than any girl*?

It is not; because Nellie is a *girl* herself, and the sentence would imply that Nellie is fairer than *herself*.

How should the sentence be corrected?

Since the objects compared are of the *same class* (namely, girls), we must use some word, as *other*, to *exclude* Nellie from those with whom she is compared; thus, "Nellie is fairer than any *other* girl."

Is it correct to say, *Nellie is fairer than any other boy*?

It is not. The word *boy* by its own meaning *excludes* Nellie from those with whom she is compared, and the word *other* should not be used; thus, "Nellie is fairer than any *boy*."

What note may be derived from these examples?

NOTE 9. When two like objects or classes of objects are compared by the *comparative degree* with *than* they must be made *exclusive* by some word, as *other*; as,

The rose is fairer than *any other* flower (not *any* flower);

Gold is more precious than *any other* metal (not *any* metal).

(a) When the objects or classes are unlike the exclusive word should not be used; as,

The rose is fairer than *any* gem (not *any other* gem);

Gold is heavier than *any* stone (not *any other* stone).

Is it correct to say, *Nellie is the fairest of her sisters*?

It is not. The sentence would imply that Nellie is *one* of her sisters; and since the words *her sisters* already exclude Nellie, we must use the *comparative*; thus, "Nellie is fairer than *any* of her sisters."

May we not say, *Nellie is the fairest of the sisters*?

Yes; because *the sisters* may *include* Nellie.

What note can you give?

NOTE 10. When two objects or classes of objects are compared by the *superlative degree* the one must *include* the other; as,

John is the *tallest* of the brothers (not of *his* brothers);

The rose is the *fairest* of flowers.

Are these sentences correct, "Nellie is as fair as any other girl;" "Nellie is as fair as any girl?"

They are both correct; for although *girl* in the last may include Nellie, still Nellie can be as fair as *herself*, or as any *other girl*.

Is it correct to say, *Nellie is as fair as any other boy*?

It is not; the word *other*, by implying Nellie as one, includes her in the class of boys; it should therefore be omitted.

What note can you give?

NOTE 11. When two like objects or classes of objects are compared by *as* the latter *may* or *may not* include the former; as,

The rose is as fair as *any* (or *any other*) flower;
John is as good as *any* (or *any other*) man.

(a) When the objects or classes are unlike the exclusive word should not be used; as,

The rose is as fair as *any* gem (not *any other*);
John is as timid as *any* woman (not *any other*).

What note for the use of adjectives which have a plural form?

NOTE 12. Adjectives denoting *more than one* should not be used with a *singular noun*; as,

I have seen *this* (not *these*) kind of people before;
I never liked *that* (not *those*) sort of peaches.

We say, *I have bought twenty head of cattle*. Is this sentence correct?

It is. *Head* is here used figuratively for the whole body, and *twenty heads* might imply the *heads* alone without the bodies.

Is it correct to say, *The division contains a thousand horse*?

It is; because *horse* is here used technically for *horsemen*, and *horses* would imply the *animals* only.

What note can you apply?

NOTE 13. When the *singular* form of a noun is used figuratively for the *plural*, it may take an adjective implying *more than one*; as,

He owns a *hundred* yoke of oxen;
The army lost *several* cannon.

What error in this sentence, *Virtue and vice are opposites; this ennobles the mind, that debases it?*

That should be used in place of *this* to refer to *virtue*, and *this* in place of *that* to refer to *vice*; thus, "Virtue and vice are opposites; *that* (virtue) ennobles the mind, *this* (vice) debases it."

What note can you give?

NOTE 14. When objects are contrasted *that* (*those, the former, the one*) refers to the *first mentioned*, *this* (*these, the latter, the other*) to the *last*; as,

Idleness and industry produce their appropriate results;
that (idleness) brings poverty, *this* (industry) wealth.
He had a horse and a cow; *the former* ran away, *the latter*
was sold to pay a debt.

Summer and winter both have their pleasures; *the one*
brings its sunny days, *the other* its fireside sports.

What note can you give for *this here* (*this 'ere*) and *that there* (*that 'ere*)?

NOTE 15. *This here* and *that there* are *vulgarisms*, and should be avoided; as,

Take *this* pencil (not *this here*, or *this 'ere*);
See *that* building *there* (not *that 'ere* building).

What note for the improper use of *them*?

NOTE 16. The pronoun *them* should not be used for the adjective *those*; as,

I gave Henry *those* (not *them*) apples;
Which books will you take? *Those* (not *them*).

Have you cut either of your fingers? I have cut neither of them. Are these sentences correct?

They are not. *Any one* should be used instead of *either*, and *no one* instead of *neither*.

What note can you give for this use?

NOTE 17. *Either*, *neither*, and *each other* properly refer to two objects only; as,

Has he lost *either* of his eyes?

Neither of the two men is here;

The boy and girl love *each other*;

Has *any one* (not *either*) of the three girls arrived?

No one (not *neither*) of the family was at home;

The pupils all love *one another* (not *each other*).

Is it correct to say, *Each of them must bring their books*?

It is not; *their* should be either *his* or *her*.*

What note can you apply?

NOTE 18. *Each*, *every*, *either*, and *neither* represent objects taken *singly*, and require the nouns, pronouns, or verbs referring to them to be in the *singular number*; as,

Each girl must keep *her* (not *their*) seat;

Every man has *his* (not *their*) faults;

Either of you may recite *his* lesson;

Neither of you can keep *her* own secret.

(a) With a plural noun modified by a *numeral* these adjectives may be used to denote the whole as *one aggregate*; as,

Each hundred years is a century;

He visits us *every six weeks*.

What note as to the use of *double comparatives*?

NOTE 19. *Double comparatives* and *superlatives* are improper;† as,

This is a *worse* (not *worser*) road than that;

This is the *straightest* (not *most straightest*) road.

**His*, if the reference is to males, or males and females together; *her*, if the reference is to females; *its*, if to objects neither male nor female.

† *Lesser* is used by good writers; as, "*Lesser Asia*."

What notes can you give as to the *position* of the adjective?

NOTE 20. The adjective generally stands immediately *before* its noun; as,

I have a *new* book;

We have *many* friends.

NOTE 21. The adjective generally *follows* its noun in the following cases:

(a) When it is followed by an *adjunct* or by an *objective restrictive*; as,

We have food *suitable* for us;

I have a rule a foot *long*.

(b) When it is *predicated* of a noun or pronoun which is the subject or object of a verb; as,

This man is *generous*;

We found him *well* and *happy*.

NOTE 22. *All* is often separated from its noun by the article *the* or a *pronoun*; as,

All the passengers were saved;

He lost *all* his property.

NOTE 23. *Many* when used with a singular noun is separated by *a* or *an*; as,

Many a flower blooms unseen;

I have passed *many* an idle hour in this grove.

NOTE 24. Adjectives preceded by *so* or *as* before a singular noun are separated from it by *a* or *an*; as,

She is as *pretty* a girl as I ever saw;

Do not neglect so *good* an opportunity.

NOTE 25. When two or more adjectives are joined to the same noun that one which expresses the most *essential quality* should be placed *next* to the noun; as,

I met a *poor old* man (not an *old poor* man);

He rode a *large white* horse.

EXERCISE 150.

Correct the errors, and give the *rule* or *note* which applies:

1. This rose smells sweetly. 2. That young lady dances very graceful. 3. I can never think so mean of him. 4. We traveled as safe in the cars as in our own carriage. 5. Ellen looks neatly in her pink new dress. 6. The sky was of a deeply blue color. 7. That tree is fifty foot high. 8. Those sort of people are never happy. 9. Look sharp, if you wish to see good. 10. He came agreeable to his promise. 11. My uncle has five yokes of oxen. 12. The drover lost half his horse in the river. 13. The elephant has more sagacity than any animal. 14. The army numbers one thousand horses and ten thousand feet. 15. Eve was the fairest of her daughters. 16. Iron is the most useful of all other metals. 17. Venus is brighter than any star in the firmament. 18. Ellen is a little sweet girl with blue mild eyes. 19. I liked him the best of all the others that spoke. 20. Do not touch them books lying on that 'ere table. 21. He keeps a dog and a cat; the former to clear his house of mice, the latter to bark at the beggars. 22. My horse is not lame in either foot, nor blind in any of his eyes. 23. Have you seen either of my three sisters? 24. Each of you must attend to their own affairs. 25. Husband and wife should love one another. 26. Between the two cities flows a two miles wide river. 27. God pronounced all good things. 28. Pupils must not talk to each other in school. 29. It was a hard to understand question. 30. I have never known a so cold winter. 31. She was dressed very rich, and appeared very proudly. 32. None of my feet are lame, and all my eyes are sound. 33. Who is that young tall man who wears a black old hat?

EXERCISE 151.

Write original sentences as follows:

- | | |
|---------------------------------|-----------------------------------|
| 1. One illustrating Rule X. | 10. One illustrating Note 7 (a). |
| 2. One illustrating Note 1. | 11. One illustrating Note 8. |
| 3. One illustrating Note 2. | 12. One illustrating Note 9. |
| 4. One illustrating Note 3. | 13. One illustrating Note 10. |
| 5. One illustrating Note 4. | 14. One illustrating Note 10 (a). |
| 6. One illustrating Note 4 (a). | 15. One illustrating Note 11. |
| 7. One illustrating Note 5. | 16. One illustrating Note 12. |
| 8. One illustrating Note 6. | 17. One illustrating Note 12 (a). |
| 9. One illustrating Note 7. | 18. One illustrating Note 13. |

- | | |
|-----------------------------------|-----------------------------------|
| 19. One illustrating Note 14. | 26. One illustrating Note 20. |
| 20. One illustrating Note 15. | 27. One illustrating Note 21 (a). |
| 21. One illustrating Note 16. | 28. One illustrating Note 21 (b). |
| 22. One illustrating Note 17. | 29. One illustrating Note 22. |
| 23. One illustrating Note 18. | 30. One illustrating Note 23. |
| 24. One illustrating Note 19. | 31. One illustrating Note 24. |
| 25. One illustrating Note 19 (a). | 32. One illustrating Note 25. |

MODEL FOR PARSING AN ADJECTIVE.

1. Tell the *part of speech*, and why.
2. Tell the *class*, and why.
3. Tell the *degree* (if compared).
4. Tell to what it *belongs*.
5. Give the *rule* or *note* which applies.

EXERCISE 152.

Parse the *adjectives* according to the model:

1. James Brown, the merchant, is the richest man in the city.

EXAMPLE: {

1. *Richest* is an adjective—a word joined to a noun to describe or define it;
2. Descriptive—it describes its noun;
3. Superlative degree;
4. And belongs to the noun *man*;
5. Rule X—Adjectives belong, etc.

2. Venus is the brightest star in the heavens. 3. Ripe peaches are healthful fruit. 4. These apples are very sweet. 5. To learn a foreign language is difficult. 6. The wind blows soft and cool. 7. It is necessary to be prudent. 8. She is fond of being called handsome. 9. I did not believe the story to be true. 10. The poor have their pleasures and the rich their cares. 11. Nellie has bright-yellow hair and light-blue eyes. 12. He lives in a brick house with stone front. 13. The Bible is the best of all books.

LESSON LXXIII.

THE VERB.

We say, *I love, thou lovest, he loves*. Why do we use different *forms* of the verb in these expressions?

To make it agree in *person* with its subject, *I, thou, or he*.

We say also, *He loves, they love*. Why do we use different forms of the verb here?

To make it agree in *number* with its subject, *he* or *they*.

What rule of syntax may be derived from these examples?

RULE XI. *The verb agrees with its subject in person and number; as,*

I write a letter, *thou writest* a letter, *he writes* a letter;
The girls *write* letters.

We say, *The boy plays*, but *The boy and girl play*. Why do we use the plural verb *play* in the latter example?

Because *boy* and *girl* both perform the same act *together*, and are equivalent to a *plural* subject; hence the verb is *plural*.

What note can you give?

NOTE 1. *Two or more nominatives not appositives taken together as subjects of the same affirmation require a plural verb; as,*

Time and tide *wait* for no man;
The horse, cow, and sheep *are* in the field.

When I say, *That great general and statesman was born here*, to how many individuals do I refer?

To but *one* individual, who was both a *general* and *statesman*.

Should the verb then be singular or plural?

The verb should be *singular*, since it is affirmed of a *single* individual; *was born* is therefore correct.

What note can you apply?

NOTE 2. When two or more nominatives connected by *and* denote the *same individual* the verb is *singular*; as,

The wife and mother *kneels* in prayer;
A generous man and worthy citizen *has* departed.

In the sentence, *Chasing and killing buffaloes is very exciting sport*, should the verb be *is* or *are*?

The verb should be *is*. The terms *chasing* and *killing* as used here are so near *akin* that they may be considered as forming *one idea* which is the real subject, and which therefore takes a *singular verb*.

What note can you apply?

NOTE 3. When two or more nominatives connected by *and* are so near *akin* as to form a *single idea* the verb is *singular*; as,

Buying and selling gold *is* uncertain business;
To sit at a desk and write all day *is* very tiresome.

When I say, *James and John go to school*, I mean they *both* go; but when I say, *James or John goes to school*, what do I mean?

That *either* James goes to school, or John goes; but not that they *both* go.

Should I then use a singular or plural verb?

A *singular* verb; thus, “James or John *goes* to school.”

Is it correct to say, *Every man and every woman were present*?

It is not; because *every* denotes objects taken *separately*, and hence the verb should be *singular*—namely, *was present*.

What words thus represent things taken separately?

Every, each, no, or, nor, and not, but also, as well as.

What note may be drawn from these illustrations?

NOTE 4. Two or more singular nominatives taken *separately* require a *singular verb*; as,

Every tree and every shrub *was* destroyed;
Each man and each woman *was* invited;
No captain and no sailor *was* on board;
The boy or girl *goes* to market;
Neither the father nor the son *was* saved;
The banker, and not the merchant, *has* failed;
Not only the house, but also the farm, *was* sold;
The ship, as well as the cargo, *was* saved.

(a) If one of the nominatives is *plural*, the verb is either *plural* or agrees with *that one* of which it is *asserted*; as,

Mary or her sisters *are* coming to see us;
 Books, and not pleasure, *occupy* his mind;
 Pleasure, and not books, *occupies* his mind.

What note can you give as to the *person* of the verb?

NOTE 5. When two or more nominatives taken separately are of different *persons*, the verb takes the person either of the *nearest one* or of *that one* of which it is *asserted*; as,

Neither he nor you *are* to blame;
 I, not you, *am* to blame.

Is it correct to say, *His family are very expensive*?

It is not. We refer to the family as a *single body*, and not to the individuals, hence the verb should be *singular*; thus, "His family *is* very expensive."

His family walks out together every evening. Is this correct?

It is not. Here we refer to the *individuals* composing the family, and hence the verb should be *plural*; thus, "His family *walk* out together every evening."

What note can you derive from these illustrations?

NOTE 6. A *collective noun* requires a *singular verb* when the act or state is ascribed to the collection as a *body*; as,

The company *is* composed entirely of boys;
 The school *was* dismissed at five o'clock.

(a) A *collective noun* requires a *plural verb* if the act or state is ascribed to the *individuals* of the collection; as,

The higher class *look* with scorn upon those below them;
 This company *use* their guns for canes.

ADDITIONAL EXAMPLES OF COLLECTIVE NOUNS.

A committee (a body) *was* appointed to consider the subject;
 The committee (the individuals) *do* not agree in the matter;
 Two thousand dollars (one sum) a year *is* a fair revenue;

Two thousand dollars (individuals) *were* counted out to him;
 The Jack-o'-lantern Oil Company (the body) *has* failed;
 The Jack-o'-lantern Oil Company (the individuals) *feel* uneasy
 at the news.

Is it correct to say, *The ship with all its stores were lost?*

It is not. The subject *ship* is singular, and *with all its stores* is only an adjunct; hence the verb should be singular—namely, *was lost*.

What note can you give?

NOTE 7. The *adjuncts* of the subject do not affect the *number* of the verb; as,

The number of scholars *was* very small;

Nothing but the chimneys *was* left standing.

What note for *as follows*, *as appears*, etc.?

NOTE 8. In the expressions, *as follows*, *as appears*, *as regards*, *as concerns*, *as respects*, the verbs are *impersonal*, agreeing with a subject *it* understood; as,

The account is *as* (it) *follows*;

As (it) *regards* my brother, he is not here.

EXERCISE 153.

Correct the errors and give the *rule* or *note* which applies:

1. Those boys plays truant every day. 2. What mean this vast array of navies and armies? 3. In this country is found some of the richest mines in the world. 4. Thou who is the author of life alone can restore it. 5. You who has done the deed deserves the praise, not I, who were only a spectator. 6. Recent news have been received from the seat of war. 7. You who has just arrived are the teacher. 8. So much beauty and modesty is seldom found together. 9. The traveler and his horse was buried in the snow. 10. You are the only teacher who have yet arrived. 11. The firm of Grab, Catchpenny & Co. have failed. 12. To build and furnish a house like that require money. 13. That a man should promise and not pay are no cause for wonder. 14. The lonely father and children strews flowers upon the grave where the wife and mother

sleep. 15. The senate have adjourned. 16. The party consist of boys and girls. 17. The party has taken their dinners with them. 18. That company have lost its flag. 19. The army number fifty thousand strong. 20. General Greene's staff are a splendid body of men. 21. The General dines at the Galt House, and his staff takes its dinner at the same place. 22. The Queen's train were headed by Lord Bumble. 23. The Queen rides a splendid horse, and her train walks slowly behind. 24. The Antiquarian Society have published a work on the mound-builders. 25. The jury have already been charged by the judge. 26. Every person on board were lost. 27. The jury has been consulting together for a long time. 28. The sailors, as well as the captain, was saved. 29. The vessel with all its stores were lost. 30. The pupils, and not the teacher, is to blame. 31. The teacher, and not the pupils, are to blame. 32. Washington is dead; the patriot, the hero, and the father of his country have departed.

EXERCISE 154.

Write original sentences as directed below:

- | | |
|---------------------------------|---------------------------------|
| 1. One illustrating Rule IX. | 7. One illustrating Note 5. |
| 2. One illustrating Note 1. | 8. One illustrating Note 6. |
| 3. One illustrating Note 2. | 9. One illustrating Note 6 (a). |
| 4. One illustrating Note 3. | 10. One illustrating Note 7. |
| 5. One illustrating Note 4. | 11. One illustrating Note 8. |
| 6. One illustrating Note 4 (a). | |

LESSON LXXIV.

THE TENSES.

What notes can you give for the use of the *tenses*?

NOTE 9. The *perfect participle* should not be used for the *past tense*; as,

I *did* (not *done*) my work yesterday;
He *came* (not *come*) two hours ago.

NOTE 10. The *past tense* should not be used for the *perfect participle*; as,

The thief has *stolen* (not has *stole*) my watch;
My feet are almost *frozen* (not *froze*).

NOTE 11. The *present-perfect tense* must not be used with adverbs, phrases, or clauses denoting time *completely past*; as,

I *completed* my work two days ago (not *have completed*);
He *lived* in Philadelphia last year (not *has lived*).

NOTE 12. The *present-perfect infinitive* is used to express an act or state *prior* to that of the *governing verb*; as,

Galileo is said *to have invented* the thermometer;
The ship is supposed *to have been lost* in a storm.

NOTE 13. The *present infinitive* is used to express an act or state *not prior* to that of the *governing verb*; as,

I intended *to go* (not *to have gone*) home yesterday;
I shall expect *to see* you to-morrow.

The experiment proved that air had weight. Is this correct?

It is not; because air *always* has weight. The sentence should be, "The experiment proved that air *has* weight."

What note can you give?

NOTE 14. Things that are *always true* should be expressed in the *present tense*; as,

The preacher proved that the soul *is* (not *was*) immortal;
He would not believe that the earth *turns* (not *turned*)
on its axis.

NOTE 15. The intransitive verbs *sit* and *lie* must not be confounded with the transitive verbs *set* and *lay*; as,

The boys *sit* (not *set*) upon stools;
The maid *sets* (not *sits*) the chairs around the table;
The dog *lies* (not *lays*) under the table;
The boy *laid* (not *lay*) his book on the desk.

EXERCISE 155.

Correct the errors, and give the *rule* or *note* which applies:

1. She done her task very well.
2. I seen the man yesterday.
3. He is accused of having stole a watch.
4. His friends have all forsook him.
5. This man has visited Europe last summer.
6. It will grieve your parents to have heard of your conduct.
7. His

works formerly have been much admired. 8. I intended to have made my son a lawyer. 9. Copernicus proved that the sun was the center of the system. 10. The traveler lay down his cane, and set down upon the bank.

EXERCISE 156.

Write original sentences as directed below:

- | | |
|------------------------------|----------------------------------|
| 1. One illustrating Note 9. | 5. One illustrating Note 12 (a). |
| 2. One illustrating Note 10. | 6. One illustrating Note 13. |
| 3. One illustrating Note 11. | 7. One illustrating Note 14. |
| 4. One illustrating Note 12. | 8. One illustrating Note 15. |

LESSON LXXV.

THE MOODS.

What note can you give for the use of the *indicative mood*?

NOTE 16. The *indicative mood* declares a *fact*, or what is assumed as a fact, or asks a *question*; as,

A shower of rain *fell* last night;
He *is* happy, although he *is* poor;
Have you *written* the letter?

NOTE 17. The *hypothetical form* of the verb is sometimes used to express a *supposition* or *condition contrary to fact*, or a *wish* for what *is not*; as,

Were I rich (if I was [were] rich) I would travel;
Had I *known* (if I had known) this I should not have come;

Oh! that my father *were* (was) alive.

What note for the use of the *imperative mood*?

NOTE 18. The *imperative mood* is sometimes used in the *third person*; as,

Ruin *seize* thee, ruthless king!
Be it this day *enacted*.

MODEL FOR PARSING A VERB.

1. Tell the *part of speech*, and why.
2. Tell the *class* (by *meaning*), and why.
3. Tell the *class* (by *form*), and why.

4. Tell the *principal parts* (if irregular).
5. Tell the *tense*, and why.
6. Tell the *mood*, and why.
7. Tell the *voice* (if transitive), and why.
8. Tell the *person* and *number*, and what word it agrees with.
9. Give the *rule* or *note* which applies.

EXERCISE 157.

Parse the *verbs* according to the model:

1. The pupils have taken their seats, and are ready to recite.

- Ex.: {
1. *Have taken* is a verb—it tells what is said of pupils;
 2. Transitive—it takes an object, *seats*;
 3. Irregular—it does not form its past tense and perfect participle by adding *d* or *ed*;
 4. Pres. *take*, past *took*, perf. part. *taken*;
 5. Pres.-perf. tense—it expresses an act completed in present time;
 6. Indicative mood—it declares a fact;
 7. Active voice—it represents its subject as acting;
 8. Third person, singular number, agreeing with its subject, *pupils*;
 9. Rule XI—The verb agrees, etc.

2. I saw your brother yesterday. 3. We had recited our lessons before the teacher came. 4. The farmer and his son rode to town. 5. The horse, as well as the carriage, was much injured. 6. That distinguished author and poet was born in London. 7. You, and not your brother, have done the wrong. 8. The assembly was called to order by the chairman. 9. The river has been frozen two weeks. 10. We shall have resided here five years next May. 11. As appeared from the evidence, the man was innocent. 12. I may have received the letter, but I have forgotten it. 13. The ship lay at the wharf all night. 14. The gardener sets four trees in a row. 15. The soldiers have laid down their arms.

LESSON LXXVI.

THE INFINITIVE.

In the sentence, *It is time to recite*, what is *to recite*?

To recite is a verb in the *infinitive mood*, and modifies the noun *time*.

What is its subject?

Its subject is *indefinite*, and hence *omitted*. It depends upon the noun *time*, which it modifies.

What rule may be given for the *infinitive*?

RULE XII. *The infinitive refers to a subject either expressed or indefinite, and depends upon the word which it modifies; as,*

He has no time *to improve* his mind;

Children love *to play*;

He is eager *to learn*.

To see our friends is pleasant. How is *to see* used here?

It is used as the *subject* of the verb *is*.

What note can you give?

NOTE 1. The *infinitive* may be used as the *subject* or *object* of a verb, as a *nominative predicate*, or as the *object* of a *preposition*; as,

To travel in Europe costs money;

The boys wish *to recite*;

To promise is not *to perform*;

They are about *to start*.

To confess the truth, I was angry. How is *to confess* used?

It is *independent* of the other words.

What note can you give?

NOTE 2. The *infinitive* is sometimes used *independently*; as,

To say the least, he acted very foolishly;

To proceed with our argument, etc.

What difference in meaning between these two sentences, *He is proud to learn*, and *He is too proud to learn*?

The one means that he learns with pride; the other that he is so proud that he will not learn at all.

The sun is so bright as to dazzle our eyes. What does *to dazzle* denote?

It expresses a *result* of the sun's brightness.

What note can you apply?

NOTE 3. The *infinitive* sometimes expresses a *result*, depending upon *so . . . as*, or *too*; as,

He is so conceited as *to think* himself learned;

This boy is too lazy *to study*.

In the sentence, *He works to support his aged mother*, what does *to support* express?

It expresses the *purpose* for which he works; thus, "He works *in order* to support his aged mother."

What note can you apply?

NOTE 4. The *infinitive* depending on a verb is often used to denote a *purpose*; as,

He went abroad *to finish* his education;

I wrote *to inform* him of your return.

What notes for the omission of the sign *to*?

NOTE 5. The sign *to* is omitted after *bid*, *dare* (to venture), *hear*, *see*, *feel*, *let*, *make*, *need*, *may*, *can*, *must*, *might*, *could*, *would*, *should*, and a few other verbs; as,

He bids me (*to*) come;

He dares not (*to*) repeat the words.

(a) After the *passive voice* of these verbs (such as have the passive) the sign *to* is generally expressed; as,

He was seen *to* enter the house;

The clock was heard *to* strike.

NOTE 6. The sign *to* is often omitted before all but the *first* of several infinitives in the same construction; as,

He went abroad to see the country and (*to*) visit his friends;

This little boy knows how to read, (*to*) write, and (*to*) cipher.

What note for the omission of the infinitive?

NOTE 7. The *infinitive* is sometimes *omitted*; as,
 I believe the whole account (*to be*) a falsehood;
 I consider the man (*to be*) honest.

EXERCISE 158.

Correct the errors, and give the *rule* or *note* which applies:

1. We heard the wind to blow. 2. I have seen some boys to behave very badly. 3. You need not to ask him, for he never was known give any thing. 4. They made me to enter a private room. 5. I was made answer a great many questions. 6. He durst not to say it. 7. The man dared me fight him. 8. You ought not walk so fast.

EXERCISE 159.

Write original sentences as follows:

- | | |
|-------------------------------|-----------------------------|
| 1. One illustrating Rule XII. | 5. One illustrating Note 4. |
| 2. One illustrating Note 1. | 6. One illustrating Note 5. |
| 3. One illustrating Note 2. | 7. One illustrating Note 6. |
| 4. One illustrating Note 3. | 8. One illustrating Note 7. |

EXERCISE 160.

Parse the *infinitives* according to the model for verbs, applying under 9 the appropriate *rule* or *note*:

1. We shall be happy to see any of our friends who may call.

EXAMPLE:	{	1. <i>To see</i> is a verb;
		2. Transitive—it takes an object, <i>friends</i> ;
		3. Irregular—it does not form its past tense, etc.;
		4. Pres. <i>see</i> , past <i>saw</i> , perf. part. <i>seen</i> ;
		5. Present tense—it denotes present time;
		6. Infinitive mood—it represents the act as unlimited in person and number;
		7. Active voice—it represents its subject as acting;
		8. It depends upon the adjective <i>happy</i> ;
		9. Rule XII—The infinitive, etc.

2. We expect to receive our money to-day. 3. To drive so fast is dangerous. 4. To be candid, I was in the wrong. 5. You are too poor to be so extravagant. 6. Those peaches are not ripe enough to eat. 7. She is so proud as to spoil her beauty. 8. He has gone to the city to visit his friends. 9. He made me promise to stay and hear the class recite. 10. The Chinese are said to have invented printing. 11. I heard the bell ring, felt the train start, and dared not look back.

LESSON LXXVII.

THE PARTICIPLE.

In the sentence, *I saw a ship sailing on the ocean*, what is *sailing*? What relation has it to the other words?

Sailing is a *participle* from the verb *sail*, and refers to the noun *ship*.

What rule can you give for *participles*?

RULE XIII. *Participles refer to the nouns or pronouns whose act or state they express; as,*

I saw the river glittering in the sunlight;
Taking his hat, he left the room.

What note can you give under this rule?

NOTE 1. The *participle* sometimes refers to an *indefinite* subject which is *omitted*; as,

(*We*) Generally *speaking*, he behaves very well;
He is far advanced, *considering* his age.

A soldier entered bearing a white flag. In what case is *flag*?

Flag is in the *objective case*, and governed by the *participle bearing*.

What note can you apply?

NOTE 2. *Participles* from transitive verbs govern the *objective case*; as,

I met a horse *drawing* a loaded wagon;
Having sold his farm, he removed to the city.

We rode through fields of waving grain. How is *waving* used?

It is used to describe *grain*, and is a *verbal adjective*.

What note can you give?

NOTE 3. The *participle* is sometimes used to *describe* a noun, and becomes a *verbal adjective*; as,

We heard the *roaring* cataract;
The *wearied* traveler lay beside a *murmuring* brook.

His living frugally is the cause of his prosperity. How is *living* used here?

It performs the office of a noun, and is the *subject* of the verb *is*; hence it is a *verbal noun*.

What note can you give?

NOTE 4. When the *participle* has the property of *case* and performs the office of a noun it becomes a *verbal noun*; as,

The boy was punished for *neglecting* his duty;

His *having been sick* is the cause of his weakness.

(a) The *verbal noun* is generally modified by *adverbs*, and not by *adjectives*; as,

The miser takes delight in *merely* counting his money;

For *easily* reading large numbers, we divide them into periods.

(b) If the *nominal* property is made prominent by the use of the article and *of*, the verbal noun may be modified by *adjectives*; as,

The miser takes delight in the *mere* counting of his money;

For the *easy* reading of large numbers, we divide them into periods;

This was a *base* forsaking of his duty.

Is it correct to say, *By taking of exercise we become strong*?

It is not. *Exercise* is the object of *taking*, and *of* should not be introduced to govern it.

What note can you apply?

NOTE 5. *Verbal nouns* govern objects like the verbs from which they are derived, and *prepositions* should not be used after them unless their verbs require the same; as,

By *reading* good books we improve our minds;

In *speaking* of his mother he often wept.

(a) If the article precedes the verbal noun, *of* must follow it; as,

He delights in *the mere* counting of his money.

When I say, *The house is building*, how is the participle *building* used?

Though *building* is the *active* form, it is used in a *passive* sense to denote the *incompleteness* of the act.

Why is not the passive participle used?

Because the *imperfect* participle passive is not distinct in form, and might be mistaken for the *perfect* passive, and hence it would not denote clearly the *incompleteness* required.

What note can you give for this use?

NOTE 6. The imperfect participle *active* may be used in a *passive* sense when *incompleteness* is to be specially marked and is not indicated by other words; as,

Many houses are *building* here this season;

The corn was *grinding* as we passed the mill.

(a) When the incompleteness is sufficiently shown by other words the *passive* form should be used; as,

An asylum for orphans is now building here; it is *erected* (not *erecting*) by the Masonic Fraternity.

(b) When the *subject* might be mistaken for the *agent* of the act expressed by the participle the *passive* form should be used; as,

The court is now in session, and the prisoner is *tried* (not *trying*) for his life.

EXERCISE 161.

Correct the errors, and give the *rule* or *note* which applies:

1. He hurt himself by the falling from a tree. 2. This was a cowardly forsaking his duty. 3. By observing of these rules you will avoid mistakes. 4. By the vigorously pursuing his studies he became learned. 5. By careful attending to his business he became rich. 6. He derives great profit from rearing of sheep. 7. The robbers made desperate efforts to escape while they were carrying to prison by the officers.

EXERCISE 162.

Write original sentences as follows:

- | | |
|--------------------------------|---------------------------------|
| 1. One illustrating Rule XIII. | 6. One illustrating Note 4 (a). |
| 2. One illustrating Note 1. | 7. One illustrating Note 4 (b). |
| 3. One illustrating Note 2. | 8. One illustrating Note 5. |
| 4. One illustrating Note 3. | 9. One illustrating Note 5 (a). |
| 5. One illustrating Note 4. | 10. One illustrating Note 6. |

MODEL FOR PARSING A PARTICIPLE.

1. Tell its *name*, and from what *verb*.
2. Tell whether *transitive* or *intransitive*.
3. Tell whether *imperfect* or *perfect*, and why.
4. Tell the *voice* (if transitive), and why.
5. Tell to what it *refers*.
6. Give the *rule* or *note* which applies.

EXERCISE 163.

Parse the *participles* according to the model, the verbal nouns and verbal adjectives according to the models for nouns and adjectives:

1. See that good little girl picking up the old man's cane.

Ex.: {

1. *Picking* is a participle from the verb *pick*;
2. Transitive—it takes an object, *cane*;
3. Imperfect—it denotes an act not completed;
4. Active voice—it represents its subject as acting;
5. And it refers to the noun *girl*;
6. Rule XIII—Participles refer, etc.

2. There were several little boys spinning their tops.
3. Seizing the reins, he stopped the frightened horse.
4. Having recited our lessons, we went home.
5. Being a soldier, I was used to danger.
6. I have a new book, given to me by my uncle.
7. The traveler, exhausted by his journey, sat down to rest.
8. The fields lying along the road were rich with waving grain.
9. Having been forsaken by his friends, he became discouraged.
10. He is very active, considering his great age.
11. We saw the frightened birds flying before the coming storm.
12. His father forbids his going to sea.
13. This man is accused of having taken the money.
14. I was not aware of the lady's being an heiress.
15. He earns a living by writing for the newspapers.
16. The Japanese show great skill in making trinkets.

EXERCISE 164.

Parse the *nouns, adjectives, verbs, and participles* : *

1. The jolly sailors, having raised the anchor, spread their sails.

Ex. :	{	<i>Jolly</i>	Adjective, descriptive, positive, belonging to sailors; Rule X—Adjectives belong, etc.
		<i>Sailors</i>	Noun, common, masculine, third, plural, nominative, subject of the verb <i>spread</i> ; Rule II—The subject, etc.
		<i>Having raised</i> . .	Participle from the verb <i>raise</i> , perfect, active, and refers to <i>sailors</i> ; Rule XIII—Participles, etc.
		<i>Spread</i>	Verb, transitive, irregular, past, indicative, active, third, plural, agreeing with its subject, <i>sailors</i> ; Rule XI—The verb, etc.

2. The mountains lifted their gray heads. 3. Across the ocean came a pilgrim bark. 4. The old man, sitting upon a log, lost his balance and fell into the water. 5. The ship is believed to have reached the port. 6. He promised to undertake the work. 7. The king was disturbed because he had seen a vision. 8. The general, observing the enemy approaching, drew up his army, and determined to give them battle. 9. Their ammunition having failed, the soldiers were compelled to retreat. 10. The enemy attacked the fortress while the garrison slept. 11. His education appears to have been sadly neglected. 12. The ship, having been driven from her course by the gale, sought the nearest port. 13. The left wing advanced, supported by the cavalry. 14. Having finished his discourse, the orator sat down. 15. Their crops destroyed and their dwellings burnt, the settlers suffered greatly. 16. In that day, if thou hast saved a soul, it shall shine as a star in thy crown. 17. This estate might have been bought last year for five thousand dollars. 18. Hope deferred maketh the heart sick. 19. To see and be seen is her highest ambition. 20. To ennoble their country by their virtues, and then to suffer death at her hands, was the common lot of the Grecian worthies. 21. The river rose suddenly, and ten feet of the bridge was swept away by the flood. 22. The Creator and Ruler of the universe has so ordered it. 23. One thousand miles of the cable has already been laid. 24. No thought, no word, no action escapes your Maker's notice.

*See direction under Exercise 149, p. 234.

LESSON LXXVIII.

THE ADVERB.

She sings *sweetly*, she dances quite elegantly, she is very fair. What do the adverbs *sweetly*, *quite*, and *very* modify?

Sweetly modifies the verb *sings*; *very* modifies the adjective *fair*; and *quite* modifies the adverb *elegantly*.

What rule may be derived from these examples?

RULE XIV. Adverbs *generally modify verbs, adjectives, or adverbs*; as,

The boy learns *rapidly*;

The apples are *nearly* ripe;

I am *quite* busily employed.

What notes can you give under this rule?

NOTE 1. The *adverb* may modify an *adjunct* or a *clause*; as,

It lay *just* below the surface;

He acted *exactly* as I directed him.

NOTE 2. The *adverb* may be used to modify a *noun*; as,

He received *almost* a dollar;

Wash my feet *only*.

Is it correct to say, *She looks coldly in that dress*?

It is not. We wish to express the *quality* of the subject *she* rather than the *manner* in which she looks; hence we say, "She looks *cold* in that dress."

What note can you apply?

NOTE 3. An *adjective*, and not an *adverb*, should be used in the predicate of a sentence when the *quality* of the *subject* is referred to; as,

I feel *warm* in this new coat (not *warmly*);

Ruth always appears *modest* (not *modestly*).

I never heard of it until now. How is *now* used here?

Now means *this time*, and may be considered a *noun*.

What note can you give?

NOTE 4. An *adverb* is sometimes used as a *noun*; as,

Since *then* the law has stood;

All our blessings come from *above*.

Why, I never heard of this before. How is *why* used here?

It has no reference to any word in the sentence, and hence may be said to be used *independently*.

Will you give a note for this use?

NOTE 5. Some *adverbs*, such as *why*, *yes*, *no*, *well*, *there*, *amen*, are often used *independently*; as,

Well, have you come at last?

There, you have talked long enough.

Make hay while the sun shines. How is *while* used here?

It is used to *connect* the two clauses, and modifies the verb in each—namely, *make* and *shines*.

What note can you apply?

NOTE 6. An *adverb* used to connect two clauses, and which modifies a word in each, is called a *conjunctive adverb*; as,

He stood *where* the fight was hottest;

The boy did *as* I directed him.

What note as to the use of the adverb *where*?

NOTE 7. The adverb *where* may be used for the adjunct *in which* only when *place* is referred to; as,

I visited the place *where* I was born;

This is the book *in which* (not *where*) I found the example.

What note as to the use of *two negatives*?

NOTE 8. *Two negatives* in the same proposition annul each other, and should not be used to express a negation;

as, He *never* does *nothing* (should be) He never does any thing;

Nor did they *not* perceive (equals) They did perceive.

What difference of meaning in these two sentences, *He only washed his face*, and *He washed his face only*?

The first may imply that he merely *washed* his face without *wiping* it; the latter, that he washed his *face* alone and not his *hands*.

What note may be derived from these examples?

NOTE 9. *Adverbs* and *adjuncts* should be placed *near* the words which they are to modify to avoid ambiguity; as,

The letter is very *neatly* written;

We *always* find them busy;

We find them *always* busy.

He always took a walk before he went to bed *in his garden*.

(Corrected) He always took a walk *in his garden* before he went to bed.

What additional notes as to the *position* of adverbs?

NOTE 10. *Adverbs* generally stand *before* adjectives, *after* verbs in the simple tenses, and after the *first auxiliary* in compound tenses; as,

These peaches are *very* good;

He spoke *kindly* to the old man;

We have *lately* received a letter.

NOTE 11. *Never*, *always*, *often*, *seldom*, generally *precede* the words which they modify; as,

He *never* goes to school;

They *always* treat me kindly;

Lightning *often* strikes buildings;

Earnest men *seldom* fail in their undertakings.

NOTE 12. *Enough* follows the word which it modifies; as,

He is old *enough* to know better;

We did not travel fast *enough*.

NOTE 13. The adverbs *only*, *not only*, *merely*, *chiefly*, are often improperly placed; as,

He *only* bought the horse, not the carriage;

(Corrected) He bought the horse *only*, not the carriage.

EXERCISE 165.

Correct the errors, and give the *rule* or *note* which applies:

1. Ellen behaved very modest. 2. She looks coldly, and I am afraid she is dressed too thin. 3. This young lady sings beautiful and dances elegant. 4. The boys conducted themselves quieter than the girls. 5. The servant looks carefully, and I will employ him, for I think he will look careful to our interests. 6. Velvet feels smoothly. 7. The skaters glide smooth over the ice. 8. Her hat looks newly, because it has been new trimmed. 9. She dresses suitable to her station. 10. Mary always dresses neat, and she looks neatly in any dress. 11. She wore a dress suitably to her station. 12. That is the very book where I found the sentence. 13. I chiefly wanted the money, not the papers. 14. The man is enough rich already. 15. We met a pretty girl riding upon a pony with rosy cheeks. 16. He rode to the pasture, driving his cow before him on horseback. 17. Next came a Dutchman riding a small donkey with a big pipe in his mouth. 18. There sat an old lady watching us as we rode by in her arm-chair. 19. This poem was written by a young lady, who was born in Virginia at the age of fourteen years. 20. We arrived safely at home, having traveled as safe in the cars as in our private carriage. 21. The boy was advised to go not only to school, but he was ordered to do so. 22. The agent was only instructed to buy the house, not the lot.

EXERCISE 166.

Write original sentences as follows:

- | | |
|-------------------------------|-------------------------------|
| 1. One illustrating Rule XIV. | 8. One illustrating Note 7. |
| 2. One illustrating Note 1. | 9. One illustrating Note 8. |
| 3. One illustrating Note 2. | 10. One illustrating Note 9. |
| 4. One illustrating Note 3. | 11. One illustrating Note 10. |
| 5. One illustrating Note 4. | 12. One illustrating Note 11. |
| 6. One illustrating Note 5. | 13. One illustrating Note 12. |
| 7. One illustrating Note 6. | 14. One illustrating Note 13. |

MODEL FOR PARSING AN ADVERB.

1. Tell the *part of speech*, and why?
2. Tell the *class*.
3. Tell what it *modifies*.
4. Give the *rule* or *note* which applies.

EXERCISE 167.

Parse the *adverbs* according to the model:

1. The wind blows violently and the rain falls in torrents.

Ex.: { 1. *Violently* is an adverb—a word joined to another to modify it;
 2. Adverb of manner—it tells *how* the wind blows;
 3. And modifies the verb *blows*;
 4. Rule XIV—Adverbs modify, etc.

2. The soldiers fought bravely, and the enemy soon fled. 3. He carefully explored the river nearly to its source. 4. I have been very busily employed, and am now quite weary. 5. The letter was so badly written that we could hardly read it. 6. She thought herself almost a princess. 7. There, there; do not fret about it.

LESSON LXXIX.

THE PRONOUN.

In the sentence, *Robert has lost his knife*, what relation does the pronoun *his* sustain to the other words?

It *represents* the noun *Robert*, and is of the same gender, person, and number—namely, *masculine, third, singular*.

What rule may be derived from this relation?

RULE XV. Pronouns agree with the nouns which they represent in gender, person, and number; as,

The girl has soiled *her* dress;

Thou *who* speakest art the man;

Children should love *their* parents and obey *them*.

Mary and Lucy have lost their books. Why do we use *their*?

Their is used in the *plural number* to represent *Mary* and *Lucy* together.

What note can you apply?

NOTE 1. A pronoun representing two or more singular nouns taken *together* should be in the *plural number*; as,

The boy and girl have received *their* presents;

Smith and Wilson have sold *their* farms.

(a) If the nouns are of *different persons*, the pronoun takes the *first person* in preference to the second or third, and the *second* in preference to the third; as,

He and I have recited *our* lessons;

You and he have recited *your* lessons.

Neither James nor John excels in his studies. Why do we use *his* here instead of *their*?

Because the nouns *James* and *John* are taken *separately*, and hence the pronoun is *singular*.

What note can you give?

NOTE 2. A *pronoun* referring to *two or more singular nouns taken separately* should be in the *singular number*; as,

The man or the boy will do *his* (not *their*) duty;

The horse, as well as the ox, has had *his* (not *their*) hay.

(a) If one of the nouns is *plural*, the *pronoun* is either *plural* or agrees with *that noun* which it represents; as,

Neither the general nor the soldiers did *their* duty;

The general, and not the soldiers, did *his* duty.

(b) If the nouns are of the *third person* and of *different genders*, the pronoun takes the *masculine* in preference to the *feminine*; as,

No boy or girl must talk to *his* neighbor after *he* hears the bell ring.

What note for a pronoun representing a *collective noun*?

NOTE 3. A *pronoun* representing a *collective noun* when the collection is considered as a *single body* is in the *singular number*; as,

The Senate passed the bill at *its* last session;

This company has lost *its* captain.

(a) When the *individuals* of the collection are referred to the pronoun is in the *plural*; as,

The committee are divided in *their* opinions;

The party carried *their* dinners with *them*.

What notes can you give for the use of *it*?

NOTE 4. The pronoun *it* is often used to represent an *indefinite antecedent* not easily supplied; as,

It is I; *it* is our children;

It is a pleasant day; *it* rains.

NOTE 5. *It* is sometimes used as a *vice-subject*, referring to a phrase or clause which follows the verb; as,

It is the mark of a noble spirit *to forgive injuries*;

It is strange *that he does not come*.

LESSON LXXX.

THE RELATIVE.

I who command you am the captain; I am the captain who commands you. How is *who* used in these two sentences?

In the first it agrees with its antecedent *I* in the *first person*, in the second it agrees with its antecedent *captain* in the *third person*.

What notes can you give for the use of the *relative*?

NOTE 6. The *relative* agrees with its *antecedent* in *gender*, *person*, and *number*; as,

This is the girl *who* has lost her book;

I *who* say it am the author;

I saw the men *who* were present.

NOTE 7. The *antecedent* is often *omitted*; as,

(*He*) Who giveth to the poor lendeth to the Lord.

NOTE 8. The *relative* is sometimes *omitted*; as,

It was the darkest night (*that*) I ever saw.

NOTE 9. The *relative* may refer to a *phrase*, a *clause*, or a *sentence*; as,

To reach the boat, *which* was our only hope, now seemed impossible;

If I succeed, *which* is very probable, you shall know it.

You have overcome envy by virtue, *which* is a very difficult thing.

What notes as to the use of *who*, *which*, and *that*?

NOTE 10. *Who* relates to *persons*, and to animals or things *personified*; as,

Here is the man *who* bought your house;
 "Hold," said the monkey, *who* acted as judge.

NOTE 11. *Which* relates to *animals* or *things*; as.

This is the dog *which* bit the boy;
 The rose *which* you gave me is withered.

NOTE 12. *That* may relate to *persons*, *animals*, or *things*; as,

Alicé is the youngest girl *that* I have;
 The dog *that* bit the boy was killed;
 Here is the book *that* you gave me.

NOTE 13. *That* is used in preference to *who* or *which*:

(a) After *adjectives* in the *superlative degree*; as,

This is the swiftest horse *that* I have.

(b) After *same*, *very*, *all*, and the interrogative *who*; as,

You have the same lesson *that* we have;
 He is the very man *that* I saw;
 All *that* were present signed the petition;
 Who *that* knows him would believe it?

(c) When there are *two* or *more* antecedents denoting both *persons* and *things*; as,

I thought of the friends and home *that* I had left.

What note as to a *succession* of relatives?

NOTE 14. *Relatives* in different clauses referring to the *same* antecedent should be the *same*; as,

The wealth *which* he had so eagerly sought, and *which* (not *that*) he had almost acquired, now vanished forever.

What note as to the *position* of the relative?

NOTE 15. The *relative* follows the antecedent, and should be as *near* to it as the construction will allow; as,

He *that* helps the poor man lends to the Lord;
 (Not) He helps the poor man *that* lends to the Lord.

What note as to the erroneous use of *what* and *but what*?

NOTE 16. *What* or *but what* should not be used for the conjunction *that*; as,

He will not believe *but that* (not *what*) I said so;
I have no doubt *that* (not *but what*) she was there.

What note as to the use of *each other* and *one another*?

NOTE 17. *Each other* relates to *two* only, *one another* to *more than two*; as,

Mary and Alice love *each other*;
The pupils all strive to help *one another*.

EXERCISE 168.

Correct the errors, and give the *rule* or *note* which applies:

1. Take up the ashes and put it in the barrel. 2. No one of the boys came without their books. 3. The government will have to change their orders. 4. Neither the boy nor the girl can take care of themselves. 5. The best horse which we saw was the same one which your father bought. 6. Pupils should always be kind to each other. 7. Husband and wife should respect one another's feelings. 8. Who who is wise would do such a thing? 9. Every boy and every girl had their lesson. 10. I who speaks to you am a friend who love you. 11. Send the multitude away, that it may go and buy itself food. 12. The soldiers, and not the captain, did his duty. 13. Do you know the lady which is playing? 14. I never doubted but what he was my friend. 15. Where is the horse whom you lately bought? 16. The horse which I bought, and that ran away, has come back. 17. There was a flock of sheep watched by a dog which had lately been sheared.

EXERCISE 169.

Write original sentences as follows:

- | | |
|---------------------------------|-----------------------------------|
| 1. One illustrating Rule XV. | 10. One illustrating Note 9. |
| 2. One illustrating Note 1. | 11. One illustrating Note 10. |
| 3. One illustrating Note 2. | 12. One illustrating Note 11. |
| 4. One illustrating Note 2 (a). | 13. One illustrating Note 12. |
| 5. One illustrating Note 2 (b). | 14. One illustrating Note 13 (a). |
| 6. One illustrating Note 3. | 15. One illustrating Note 13 (b). |
| 7. One illustrating Note 3 (a). | 16. One illustrating Note 13 (c). |
| 8. One illustrating Note 5. | 17. One illustrating Note 14. |
| 9. One illustrating Note 8. | 18. One illustrating Note 17. |

EXERCISE 170.

Parse the *pronouns* according to the model for nouns:

1. We often think of our friends who are far away from us.

- | | | |
|------|---|--|
| Ex.: | { | 1. <i>Our</i> is a pronoun—it stands for a noun; |
| | | 2. Personal—it always represents the same person, the <i>first</i> ; |
| | | 3. Common gender—it denotes either males or females; |
| | | 4. First person—it denotes the person speaking; |
| | | 5. Plural number—it denotes more than one; |
| | | 6. Possessive case—it denotes the possessor; |
| | | 7. And it is governed by the noun <i>friends</i> ; |
| | | 8. Rule III—The possessive case, etc. |

2. I saw your sister at her uncle's to-day. 3. Will you go with me to see my cousin? 4. My father has sold his farm, which he lately bought. 5. They have forgotten to bring their books with them. 6. Minnie said she would go with us to see our friends. 7. John does not like his hat because it has lost its crown. 8. The boy fell and hurt himself. 9. It has been the warmest season that we ever knew. 10. It is injurious to sit up late. 11. If he comes, which is very probable, let me know.

EXERCISE 171.

Parse the *nouns*, *adjectives*, *verbs*, *adverbs*, and *pronouns* (see direction under Exercise 149, p. 234):

1. This foolish boy whipped the dog which bit him. 2. We have just seen the man whom you mentioned. 3. A kind little girl picked up the cane which the old man had dropped. 4. The sun which shines so brightly by day and the moon whose mild beams illumine the night plainly declare the power and goodness of God who made them. 5. How many apples have you? Four little ones. 6. The brightest fixed star that shines in the heavens is Sirius. 7. Some men seek wealth; others fame. 8. The thief that stole the watch was soon caught by an officer, who conducted him immediately to prison. 9. What is that which you have in your hand? 10. Have you heard from your brother who went to California last year? 11. I received several letters from him in May, but have received none since. 12. He seizes whatever he can lay his hands on. 13. This man diligently performed what he promised. 14. The tree in which the bird had built its nest was blown down by the wind. 15. One should never rejoice at the misfortunes of others.

LESSON LXXXI.

THE PREPOSITION.

The horse jumped over the fence. What is *over* here, and what *relation* does it sustain to the other words?

Over is a *preposition*, it shows the relation between the noun *fence* and the verb *jumped*.

What rule can you give for *prepositions*?

RULE XVI. A **preposition** shows the relation between a noun or pronoun which is its object and some other word; as,

The boy ran *into* the house;

The river flows *under* the bridge.

What notes can you give under this rule?

NOTE 1. The *object* of the *preposition* is sometimes omitted; as,

He is the man (*whom*) you spoke of.

NOTE 2. The *antecedent word* is sometimes omitted; as,
All were lost, (*reckoning*) from the youngest to the oldest.

NOTE 3. The *preposition* itself is sometimes omitted:

(a) When its own *object* comes between a *transitive verb* and its object; as,

Lend (*to*) me your book;

I wrote (*to*) the man a letter.

(b) After the adverbs *like*, *unlike*, *near*, *nigh*, *opposite*, and some other words; as,

The son is like (*to*) his father.

(c) Before all but the first of several *successive* objects of the same preposition; as,

The bird flew away over field, (*over*) river, and (*over*) wood.

What note as to the *choice* of prepositions?

NOTE 4. Such *prepositions* should be used as are required by the *sense* of the words between which they show the *relation*; as,

The dog jumped *into* (not *in*) the water;
This book is different *from* (not *to*) that.

IMPROPRIETIES IN THE CHOICE OF PREPOSITIONS.

The preposition in the *parenthesis* is the proper one to be used:

1. This forest abounds with (in) game. 2. The hot day was followed with (by) a terrific storm. 3. Congress consists in (of) a Senate and House of Representatives. 4. He died with (of) a fever. 5. True happiness consists of (in) health and contentment. 6. The government is founded in (upon) republican principles. 7. He has become reconciled with (to) his brother. 8. He was angry at (with) his cousin. 9. The mind has an unlimited capacity of (for) knowledge. 10. He is anxious for (about) his brother's fate. 11. The boy is anxious about (for) an education. 12. The vessel has a capacity for (of) ten gallons. 13. He is deficient of (in) intelligence. 14. We found great difficulty of (in) hearing the speaker. 15. Do not interfere in (with) the affairs of others. 16. There is no need for (of) haste in the matter.

What special notes for the use of certain prepositions?

NOTE 5. *Into* is used after verbs denoting *entrance*; *in* after those denoting *situation* or *rest*; as,

The child ran *into* the house;
He remains *in* the house.

NOTE 6. *Between* is applicable to *two* objects only; *among* to *more than two*; as,

John and James divided the money *between* them;
Charles divided the apples *among* his three sisters.

NOTE 7. *In* is used before the names of *countries*, *cities*, and *large towns*; *at* before the names of *houses*, and often of *villages* and *foreign cities*; as,

He lives *in* England, or *in* New York;
I spent the night *at* the residence of my friend.

NOTE 8. A *taste of* a thing implies actual *possession* or *experience* of it; a *taste for* implies *inclination* or *capacity* for a thing; as,

The boy got a *taste of* the peach;
He has a *taste for* painting.

NOTE 9. We are *disappointed of* a thing when we *fail to get it*; we are *disappointed in* a thing when we get it, but find it *different* from what we *expected*; as,

Mary was sick, and we were *disappointed of* her company;
I was sadly *disappointed in* my new servant; he proved to be entirely worthless.

EXERCISE 172.

Correct the errors, and give the *rule* or *note* which applies:

1. My brother lives at England. 2. We ought to profit from the errors of others. 3. He left New York, accompanied with his wife. 4. There was music, accompanied by dancing. 5. Crossing the Alps is attended by many difficulties. 6. Napoleon crossed the Alps, attended with his officers. 7. He derives great profit by his manufactures. 8. A great many soldiers died with their wounds. 9. My son has no taste of mathematics. 10. There is no occasion of haste, gentlemen. 11. Our cousin could not come, and so we were disappointed in her company. 12. I was agreeably disappointed of the book which you sent me.

EXERCISE 173.

Write original sentences as follows:

- | | |
|---------------------------------|------------------------------|
| 1. One illustrating Rule XVI. | 7. One illustrating Note 4. |
| 2. One illustrating Note 1. | 8. One illustrating Note 5. |
| 3. One illustrating Note 2. | 9. One illustrating Note 6. |
| 4. One illustrating Note 3 (a). | 10. One illustrating Note 7. |
| 5. One illustrating Note 3 (b). | 11. One illustrating Note 8. |
| 6. One illustrating Note 3 (c). | 12. One illustrating Note 9. |

MODEL FOR PARSING A PREPOSITION.

1. Tell the *part of speech*, and why.
2. Tell the *relation* it shows.
3. Give the *rule* or *note* which applies.

EXERCISE 174.

Parse the *prepositions* according to the model:

1. He struck the horse with a whip which he had in his hand.

EXAMPLE: { 1. *With* is a preposition—it is placed before a word to show its relation;
2. It shows the relation between the verb *struck* and the noun *whip*;
3. Rule XVI—A preposition, etc.

2. The rain falls from the clouds upon the earth. 3. Our route lay toward the west, through a vast forest. 4. The balloon rose with buoyancy into the air. 5. At his feet crouched the prisoner, begging for mercy. 6. The trees along the river were loaded with foliage. 7. Under a tree which stood before the door of a cottage was a little girl at play. 8. He traveled about the country with a pack upon his back. 9. A tree blown down by the wind lay across the track. 10. He lives in a large city on the banks of a beautiful river.

LESSON LXXXII.

THE CONJUNCTION.

When I say, *The sun sets and the night comes on*, what is *and*, and what *relation* does it sustain?

And is a *conjunction*, and *connects* the sentences *the sun sets* and *the night comes on*.

In the sentence, *I will go if you desire*, what does *if* connect?

It connects the clauses *I will go* and *you desire*.

He ran down the hill and across the valley. What does *and* connect?

It connects the phrases *down the hill* and *across the valley*.

The boy works or plays. What does *or* connect?

It connects the words *works* and *plays*.

What rule then can you give for *conjunctions*?

RULE XVII. *Conjunctions connect sentences and clauses, as well as phrases and words, in the same construction; as,*

The father went to the field, *and* the son went to school;
He is happy, *although* he is poor;
Will you go by railroad *or* in your own carriage?
Our pupils read *and* write.

What note can you give under this rule?

NOTE 1. The *conjunction* is sometimes *omitted*; as,
I knew (*that*) you had the money;
The pupils read, (*and*) write, and cipher.

What note for *that* instead of *lest* or *but that*?

NOTE 2. After expressions of *doubt, fear, denial*, the conjunction *that* (not *lest*, *but that*, or *but what*) should be used; as,

I do not doubt *that* he is honest;
I fear *that* he will not recover.

Is it correct to say, *I am older, but not so tall as my brother*?

It is not. The clause *I am older* requires after it a different conjunction from *as*, which is required by the clause *not so tall*; hence we should say, "I am older than my brother, but not so tall (as he is)."

What note can you give?

NOTE 3. A *clause* should not be joined by a *conjunction* to *two other clauses* unless the conjunction is *appropriate* to each; as,

Mary is not so pretty, but more modest *than* her sister;
(*Corrected*) Mary is not so pretty *as* her sister, but more modest.

What note for the use of corresponding conjunctions?

NOTE 4. In the use of *corresponding conjunctions* such a *subsequent* should be chosen as is *appropriate* to the *antecedent*.

CONJUNCTIONS CORRESPONDING WITH CONJUNCTIONS.

Both . . . and—*Both* gold and silver are precious metals.

Either . . . or—I will *either* go or stay.

Neither . . . nor—He *neither* studies nor learns.

Whether . . . or—*Whether* it will rain or snow is uncertain.

Though, although . . . yet, still, nevertheless—*Though* he is young,
yet he is learned.

CONJUNCTIONS CORRESPONDING WITH ADVERBS.

As . . . as (expressing equality)—*Nellie* is *as* pretty *as* her sister.

As . . . so (expressing comparison)—*As* the stars, *so* shall thy seed be.

So . . . as (after a negation)—The ox is not *so* swift *as* the horse.

So . . . that (expressing a consequence)—The night was *so* dark *that* we could not see.

Not only . . . but also—She is *not only* pretty, *but also* modest.

Rather . . . than—He would *rather* beg *than* work.

CONJUNCTIONS CORRESPONDING WITH THE ADJECTIVE *SUCH*.

Such . . . as (expressing comparison)—I never saw *such* boys *as* these.

Such . . . that (expressing a consequence)—*Such* is his energy *that* he seldom fails.

EXERCISE 175.

Correct the errors, and give the *rule* or *note* which applies:

1. Neither gold or silver is found there.
2. Jupiter is almost so bright as Venus.
3. I fear lest we shall not arrive in season.
4. The horse is swifter, but not so strong as the ox.
5. There is no one as wise that he does not sometimes make mistakes.
6. I do not doubt but what you could obtain the place.
7. I was not sure if it was a fox or a wolf.
8. The camel has as much strength and more endurance than the horse.

EXERCISE 176.

Write original sentences as follows:

- | | |
|--------------------------------|-----------------------------|
| 1. One illustrating Rule XVII. | 4. One illustrating Note 3. |
| 2. One illustrating Note 1. | 5. One illustrating Note 4. |
| 3. One illustrating Note 2. | |

MODEL FOR PARSING A CONJUNCTION.

1. Tell the *part of speech*.
2. Tell the *class*, and why.
3. Tell what it *connects*.
4. Give the *rule* or *note* which applies

EXERCISE 177.

Parse the *conjunctions* according to the model:

1. The men work and the boys play.

Ex.: { 1. *And* is a conjunction;
 2. Co-ordinate—it connects parts of equal rank;
 3. It connects the sentences *the men work* and *the boys play*;
 4. Rule XVII—Conjunctions connect, etc.

2. The boys and girls will study or play.
3. He will go to school if he can find his book.
4. It is now winter, but the weather is not cold.
5. He did as I directed him.
6. Unless the weather moderates we shall have a frost to-night.
7. He does not study, because he has lost his book.
8. He is either a fool himself or he thinks others so.

LESSON LXXXIII.

THE INTERJECTION.

In the sentence, *Oh! leave me not alone*, what is *oh*, and what *relation* does it sustain to the other words?

Oh is an *interjection*, and has *no grammatical connection* with the rest of the sentence.

What rule may be given for *interjections*?

RULE XVIII. *Interjections are grammatically independent of the rest of the sentence; as,*

Alas! my little bird is dead!

Hurrah! the day is ours!

What note can you give under this rule?

NOTE 1. The *interjections* *ah* and *oh* are sometimes followed by the objective *me*, which is governed by some word understood; as,

Ah me! how wretched I am! i. e., *Ah* (pity) *me!* or (woe is to) *me.*

MODEL FOR PARSING AN INTERJECTION.

1. Tell the *part of speech* and why.
2. Give the *rule* or *note* which applies.

EXERCISE 178.

Parse the *interjections* according to the model:

1. *Ah!* few shall part where many meet!

Ex.: { 1. *Ah* is an interjection—it is used to express an emotion of grief;
 2. Rule XVIII—Interjections are, etc.

2. *O* grave! where is thy victory? 3. *Alas!* the way is long and tedious. 4. *Ah me!* how miserable I am! 5. *Whew!* how the wind blows!

GENERAL PARSING EXERCISE 179.

Parse all the words in order (see direction under Exercise 149, p. 234):

1. In that building the master taught his little school. 2. He visited the Alps, which abound in fine scenery. 3. Every person, whatever be his station, is bound by the duties of morality and religion. 4. He began to think he had done wrong in concealing the prisoner. 5. Take care that you do not fall and break the glasses. 6. As their governess was present, the children behaved properly. 7. In crossing the mountains they were almost buried in the snows. 8. Though he has willfully injured me, yet I can forgive him. 9. The dogs caught the fox after having pursued it for six miles. 10. I started on my journey the next morning, having been very kindly entertained by the old hunter. 11. And the multitude wondered when they saw the lame walk and the blind see. 12. Looking out upon the ocean, I saw a stately vessel gallantly buffeting the waves. 13. One day the miners made a discovery that startled them. 14. Agreeable in her manners, amiable in disposition, and obliging to all, she was a general favorite.

15. The general immediately ordered his horse to be brought, and, leaping into the saddle, rode rapidly to the front. 16. God called the light day, and the darkness he called night. 17. He charged me a dollar for the book. 18. That able scholar and critic has at last been answered. 19. Where thriving cities now stand the savage once raised his rude wigwam. 20. What! could ye not watch with me one hour? 21. Be busy, brave, benevolent, and you will be beloved. 22. Education and religion are the twin pillars which support the temple of national prosperity. 23. Upon this field many a brave soldier has closed his eyes in that sleep that knows no waking. 24. Keen blew the wind, and bitter was the cold. 25. Some cried one thing and some another, and the whole assembly was in an uproar. 26. Genius and Learning walk in the train of Virtue. 27. At the North Cape in Norway the sun in midsummer does not set for several weeks. 28. How strange it must seem to go to bed by daylight! 29. Alas! my noble boy, that thou shouldst die! 30. His knapsack having been packed, he was ready to march. 31. He little dreams what dangers threaten him. 32. The thief refused to tell from whose pocket he had stolen the money. 33. The gambler himself complained of having been cheated. 34. On digging where the robbers had indicated they found the stolen treasure. 35. The cave is supposed to have been a resort for robbers. 36. I gave the money to the peasant whose mule I had taken. 37. I confess I had no hope of being released. 38. He was in despair at the certainty of being a prisoner for life. 39. The servant shows a disposition to do what he can. 40. The lion, the grim monarch of the forest, roams here unmolested. 41. The sheriff at last found the old rogue himself hidden in a wood. 42. It can not be true that the world was made by chance. 43. Promising to visit us again, our friends departed. 44. We heard the coming storm howling through the forest. 45. The tree grew near a deep pit, partially filled with rubbish. 46. Islands yielding every variety of fruit dotted the sea. 47. To climb the precipice was a dangerous experiment. 48. I saw the smoke rise from the burning dwelling. 49. Their labors finished, the tired reapers trudged slowly home. 50. Whoever said that must have been misinformed. 51. The prisoner escaped by letting himself down from a window. 52. Having killed the guard, the prisoner escaped. 53. Washington was appointed commander-in-chief of

the army. 54. The article was a specious humbug, made by one Gullem, a tinker. 55. The prize to be awarded was a gold medal. 56. The people elected John Smith governor of the colony.

57. Sweet was the sound when oft at evening's close
Up yonder hill the village murmur rose.

58. Cold in the dust the perished heart may lie,
But that which warmed it once shall never die.

LESSON LXXXIV.

WORDS USED AS DIFFERENT PARTS OF SPEECH.

When I say, *There is an if in the way*, what is *if* as here used?

A *noun*, because it is used as the name of a word.

What note can you derive from this example?

NOTE 1. Any word used as the *name* of itself is a *noun*; as,

Parse the first *and* in the sentence;

You have spelled *pretty* wrong.

When I say, *It is a calm day*, what is *calm*, and why?

An *adjective*, because it describes the noun *day*.

A calm succeeded the storm. What is *calm* here?

A *noun*, because it is a name of a state of the weather.

Soft words calm the passions. What is *calm* in this sentence?

A *verb*, because it expresses an action?

What note may be derived from these illustrations?

NOTE 2. The *same word* by changing its meaning may become a *different part of speech*; as,

The vases *stand* upon the *stand*;

I *saw* the *saw* saw off a log;

They *look* upon the money with an eager *look*.

How may *as* be used?

1. As a *conjunction*—*As* it rained, we could not go.
2. As an *adverb*—John is *as* much to blame as James.
3. As a *relative pronoun*—Let such *as* hear take heed.

How may *both* be used?

1. As an *adjective*—*Both* houses are for sale.
2. As a *conjunction*—He *both* buys and sells goods.

How may *but* be used?

1. As an *adverb*—We are *but* of yesterday.
2. As a *preposition*—All *but* me ran away.
3. As a *conjunction*—Life is short, *but* art is long.

How may *much* be used?

1. As a *noun*—Where *much* is given *much* will be required.
 2. As an *adjective*—I have not *much* money.
 3. As an *adverb*—This man is *much* respected.
- More* and *little* are also used in the same way.

How may *since* be used?

1. As an *adverb*—That event happened long *since*.
2. As a *preposition*—I have not seen him *since* last week.
3. As a *conjunction*—I will come, *since* you request it.

How may *before* be used?

1. As an *adverb*—He went away *before* I saw him.
 2. As a *preposition*—He stood *before* the door.
- After*, *above*, *below*, etc., are used in the same way.

How may *that* be used?

1. As an *adjective*—He lives in *that* house.
2. As a *pronoun*—I have found the knife *that* I lost.
3. As a *conjunction*—I hope *that* you will succeed.

How may *for* be used?

1. As a *preposition*—The earth was made *for* man.
2. As a *conjunction*—Love God, *for* he loves you.

How may *what* be used?

1. As an *adjective*—*What* noise was that?
2. As a *pronoun*—He took *what* he wanted.
3. As an *interjection*—*What!* do you mean to rob us?

How may *fast* be used?

1. As a *noun*—They ate voraciously after their long *fast*.
2. As an *adjective*—He drives a *fast* horse.
3. As a *verb*—The Pharisees *fast* often.
4. As an *adverb*—He walked very *fast*.

How may *like* be used?

1. As a *noun*—I never saw the *like* before.
2. As an *adjective*—Make *like* spaces between the lines.
3. As a *verb*—You may go or stay, as you *like*.
4. As an *adverb*—He stares *like* an idiot.

EXERCISE 180.

Parse the *italicized* words in the following sentences:

1. I saw a *fair* lady at the *fair* last night.
2. He has *more* money, but he is not *more* happy, than the peasant.
3. The general rode *before* the lines *before* the battle commenced.
4. Christ was able to *still* the tempest, but the disciples were *still* afraid, even upon the *still* waters.
5. The chemist poured the liquid into a copper *still*.
6. This boy has *equal* talent with his brother, he *equals* him in industry, and is his *equal* in every respect.
7. The gay lady *little* thinks of the misery which dwells in that *little* hut.
8. Though he has not *much* education, he has seen *much* of the world, and has been *much* flattered.
9. Though he is old, *yet* his health is good; he is *yet* active.
10. He kept the money *till* night, and did not leave *till* he had put it all safe in the *till*.
11. They invited us all, *but* no one went *but* me.
12. If we do not succeed, we can *but* fail.
13. *What!* do you mean *what* you say?
14. At *what* price did you sell your horse?
15. *What* does he care for money when he already has more than he knows *what* to do with?
16. He once fell into a *well* which was not *well* covered, and has not been a *well* man since.
17. Many springs *well* up from the sands in that region.
18. Such horses *as* I bought yesterday are *as* much superior to these *as* you can imagine.
19. George says *that that that that that* boy parsed was not parsed correctly.

EXERCISE 181.

Fill the blanks with the same words as a different part of speech:

1. He rides because he has a horse.
2. That vessel's can a hundred tons.
3. The vessel by means of her
4. The moon sends her through the curtains, and we need not our lamps.
5. These animals can make gestures, and can walk men, if they

PUNCTUATION.

PUNCTUATION is the art of dividing written language by *points*, so that its meaning may be readily understood.

NOTE 1. The *period* (.) is used after every complete declarative or imperative sentence. "Life is short. Remember thy Creator."

NOTE 2. The *period* is used after abbreviations. "Dr. (Doctor), Mrs. (Mistress), Oct. (October)."

NOTE 3. The *interrogation-point* (?) is used at the end of a question. "Has your father returned? What is the matter?"

NOTE 4. The *exclamation-point* (!) is used after a word or collection of words expressing a passion or sudden feeling. "Ah! how miserable I am! Hail, Virtue!"

NOTE 5. The *colon* (:) is used to introduce a proposition not formally connected with what precedes. "No hope for the future was left to him: his money, his friends, and his health were all gone."

NOTE 6. The *colon* is used before an enumeration of particulars after the words *this, these, the following*, or *as follows*. "The branches taught are as follows: History, grammar, etc."

NOTE 7. The *semicolon* (;) is used between the larger members of a compound sentence when not closely connected. "America, often called the New World, was discovered in 1492; but it was not settled till many years afterward."

NOTE 8. The *semicolon* is used before the conjunction *as*, introducing an example. "The period should follow an abbreviation; as, Esq. for Esquire."

EXERCISE 1.

Insert the different punctuation points where required:

1. Air is lighter than water 2. Who spoke I do not know who spoke 3. Dr Jas A Smith died at Richmond Va, Jan 4, 1869 4. Alas my dearest friend is dead 5. Where were looking-glasses first made 6. He is a friend who tells us of our faults he is an enemy who speaks of our virtues 7. There are eight parts of speech the noun, the adjective, etc 8. A noun is a name of a thing as, *pen, book*

NOTE 9. The *comma* (,) separates the clauses of a sentence when not closely connected. "He continued to labor, though he was rich."

NOTE 10. The *comma* separates words and clauses that are contrasted. "Liberal, not lavish, is kind Nature's hand."

NOTE 11. The *comma* is used before and after phrases and clauses that are not *restrictive* (*i. e.*, not essential to the sense). "His brother, who happened to be present, opposed the measure."

NOTE 12. The *comma* separates words and phrases used independently from the rest of the sentence. "Son, give me thy heart. To confess the truth, I was angry."

NOTE 13. The *comma* is used before and after a noun with its modifiers which is the appositive of a preceding noun. "Cicero, the greatest orator of Rome, was condemned to death."

NOTE 14. A *comma* is used after all but the last of three or more words of the same class connected by conjunctions either expressed or understood. "He is a brave, wise, and pious man."

(b) When the words are in *pairs* the pairs are separated by *commas*. "Summer and winter, day and night, shall not cease."

EXERCISE 2.

Insert commas where they are required:

1. He who preserves me to whom I owe my being whose I am and whom I serve is eternal.
2. Earth and sea day and night summer and winter show forth the wisdom and goodness of the Creator.
3. His appearance not his talents attracted attention.
4. Miltiades the son of Cimon was an Athenian.

NOTE 16. The *dash* (—) is used to mark a sudden break in construction or transition in sentiment. "The boy—oh! where was he? The captain had a martial bearing, and—a very red nose."

NOTE 17. The *dash* is often used instead of the parenthesis. "Her face—faded, though still young—riveted the gaze of all."

NOTE 18. The *parenthesis* () includes words which are explanatory or incidental to the main sentence. "The alligator (so the American crocodile is called) abounds in the bayous of Louisiana."

NOTE 19. The *brackets* [] are used to inclose an explanatory term interpolated or added to the original by some other author. "His native state [Virginia] had already seceded."

NOTE 20. The *apostrophe* (') is used as the sign of the possessive case, and also to mark the omission of letters from a word. "I have John's book. O'er for over; e'en for even; it's for it is."

NOTE 21. The *hyphen* (-) connects the parts of a compound word. "Ill-natured; forget-me-not."

NOTE 22. The *hyphen* is used to connect the syllables of a word when separated at the end of a line. It is not proper to divide a syllable at the end of a line.

NOTE 23. The *quotation-points* ("") are used to inclose words taken from another author. "Franklin says, 'Time is money.'"

EXERCISE 3.

Insert dashes, parentheses, brackets, apostrophes, hyphens, and quotation-points where required:

1. She is very witty, very refined, very affable, and very fat.
2. Byron and the same may be said of many a better man was the cause of his own unhappiness. 3. These are the finest oranges which that I ever ate. 4. Just as the twig is bent alas! it is too often bent the wrong way the tree's inclined. 5. We'll sit neath willows by the waters edge. 6. My sister was a laughter loving, bright eyed, pure hearted girl. 7. The Grecian sage said, Know thyself. 8. A bird in the hand, says an old proverb, is worth two in the bush.

LETTERS.

A **LETTER** is a character used in printing or writing to represent a sound of the human voice.

Orthography is that part of grammar which treats of *letters*.

The *English alphabet* consists of *twenty-six* letters.

Letters are divided into *vowels* and *consonants*.

A *vowel* is a letter which can be sounded alone. The *vowels* are *a, e, i, o, u*, and sometimes *w* and *y*.

A *consonant* is a letter which is sounded with the aid of a vowel. The *consonants* are all the letters of the alphabet except the vowels; *w* and *y* are consonants when immediately followed by a vowel-sound in the same syllable; as, *wine, reward, yet*. In other cases *w* and *y* are vowels; as, *now, pray, sawing*.

A *diphthong* is the union of two vowels in the same syllable; as, *ou* in *pound*; *oa* in *boat*.

A *proper diphthong* is one in which both the vowels are sounded; as, *oi* in *voice*; *ou* in *hour*.

An *improper diphthong* is one in which only one of the vowels is sounded; as, *ea* in *beat*; *ai* in *maid*.

A *triphthong* is the union of three vowels in the same syllable; as, *eau* in *beauty*; *iew* in *view*.

WORDS.

A **WORD** is a syllable, or combination of syllables used as the sign of some idea.

A *syllable* is one or more letters pronounced with a single impulse of the voice; as, *man*, *on-ly*, *man-ful-ly*.

A *monosyllable* is a word of *one* syllable; as, *a*, *on*, *boy*.

A *dissyllable* is a word of *two* syllables; as, *li-on*, *good-ness*.

A *trissyllable* is a word of *three* syllables; as, *li-on-ess*, *beau-ti-ful*.

A *polysyllable* is a word of *more than three* syllables; as, *li-on-ess-es*, *in-di-vis-i-bil-i-ty*.

A *primitive word* is one not derived from any other word in the language; as, *boy*, *holy*, *love*,

A *derivative word* is one which is derived from some other word in the language; as, *boyish*, *holiness*, *lovely*.

A *simple word* is one which can not be separated into two or more words; as, *school*, *sister*.

A *compound word* is one which is composed of two or more simple words; as *school-master*, *sister-in-law*.

EXERCISE 4.

Tell in which words *w* and *y* are vowels, and in which consonants:

1. Water, cow, window, crowing, youth, joyous, glory, new, eye, whip, playing, saw, yellow, lying, young, swine.

Point out the proper and improper diphthongs; also the triphthongs:

2. Goat, ounce, meat, noise, bread, furious, afraid, buoyant.

Name the monosyllables, dissyllables, trissyllables, and polysyllables; also the primitive, derivative, and compound words:

3. Blush, silvery, moonbeam, manly, rosy-tinted, sleeping, hill-side, sister-in-law, lakelet, school-days, beauty, railroad.

RULES FOR SPELLING.

SPELLING is the art of expressing words by letters.

NOTE 1. Monosyllables ending in *f*, *l*, or *s* preceded by a single vowel double the final consonant; as, *hill*, *miss*, *kiss*, *staff*.
Exceptions—*As*, *has*, *gas*, *was*, *yes*, *if*, *is*, *his*, *this*, *of*, *us*, *pus*, *thus*.

NOTE 2. Words ending in any other consonant than *f*, *l*, or *s* do not double the final consonant; as, *rub*, *hat*, *man*. *Exceptions*—*Add*, *ebb*, *egg*, *err*, *inn*, *odd*, *bunn*, *butt*, *buzz*, *fuzz*, *purr*.

NOTE 3. Words ending in *ll* drop one *l* when *less* or *ly* is added; as, *skill*, *skillless*; *chill*, *chilly*.

NOTE 4. Monosyllables and words accented on the last syllable ending with a single consonant preceded by a single vowel double that consonant on receiving a termination beginning with a vowel; as, *hot*, *hotter*; *drop*, *dropped*; *begin*, *beginning*.

NOTE 5. Final *e* is dropped before terminations beginning with a vowel; as, *ride*, *rider*; *give*, *giving*; *force*, *forcible*. *Exceptions*—
1. Final *e* when preceded by *c* or *g* is retained before terminations beginning with *a* or *o*; as, *peace*, *peaceable*; *courage*, *courageous*.
2. Final *e* when preceded by *e* or *o* is retained before *ing*; as, *see*, *seeing*; *hoe*, *hoeing*.

NOTE 6. Words ending in *y* preceded by a consonant change *y* into *i* when a termination other than *ing* is added; as, *happy*, *happier*; *merry*, *merriment*. *Remarks*—1. Words ending in *ie* drop *e* and change *i* into *y* before *ing*; as, *lie*, *lying*; *die*, *dying*.
2. *Dyeing*, from *dye*, retains the *e* to distinguish it from *dying*, the participle of *die*.

EXERCISE 5.

Correct the errors in spelling, and give the note which applies:

1. Spel, warr, gunn, spotted, diging, refering, seing, prettyter, wastful, lovly, permitted, carelesly, slaveish, changable, moveable.

Write derivatives ending in *ing* from the following words:

2. Face, spin, open, stop, stoop, remit, visit, propel, shoe, die.

Write derivatives ending in *able* from the following:

3. Surmount, peace, move, trace, value, efface, endure, ply, suit.

Write derivatives ending in *ed* from the following:

4. Care, thin, open, bedim, hop, hoop, offer, defer, obey.

CAPITAL LETTERS.

There are two forms of letters used in printing and writing—namely, *small letters* and *capital letters*.

Small letters are used for most purposes in printing and writing.

Capital letters are used to begin words in the following cases:

CASE 1. The first word of every distinct sentence.

CASE 2. Proper nouns, and common names personified; as, *George*; *Sir Walter Scott*; *Main Street*; *Hail, gentle Spring!*

CASE 3. Titles of office or honor, and names of public bodies; as, *Governor Jones*; *Judge Marshall*; *Congress*; the *Baptists*.

CASE 4. Adjectives derived from proper names; as, *American*, *Newtonian*.

CASE 5. Appellations of the Deity; as, *God*; the *Almighty*; the *Most High*.

CASE 6. The first word of every line in poetry.

CASE 7. Direct quotations forming complete sentences; as, the Bible says, "*Remember thy Creator.*"

CASE 8. Every noun and principal word in the title of books, etc.; as, *Webster's Dictionary of the English Language*.

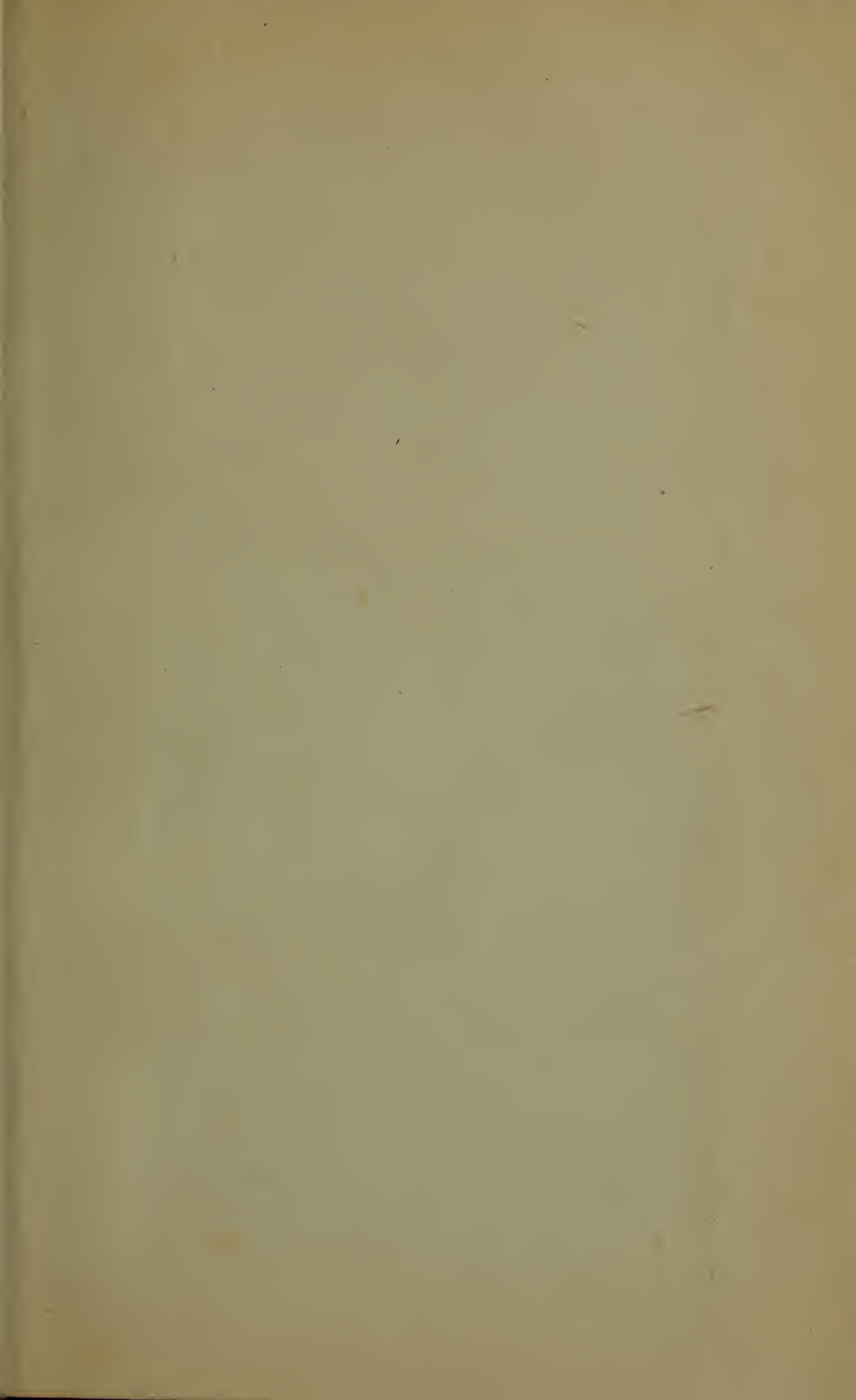
CASE 9. The pronoun *I* and the interjection *O*.

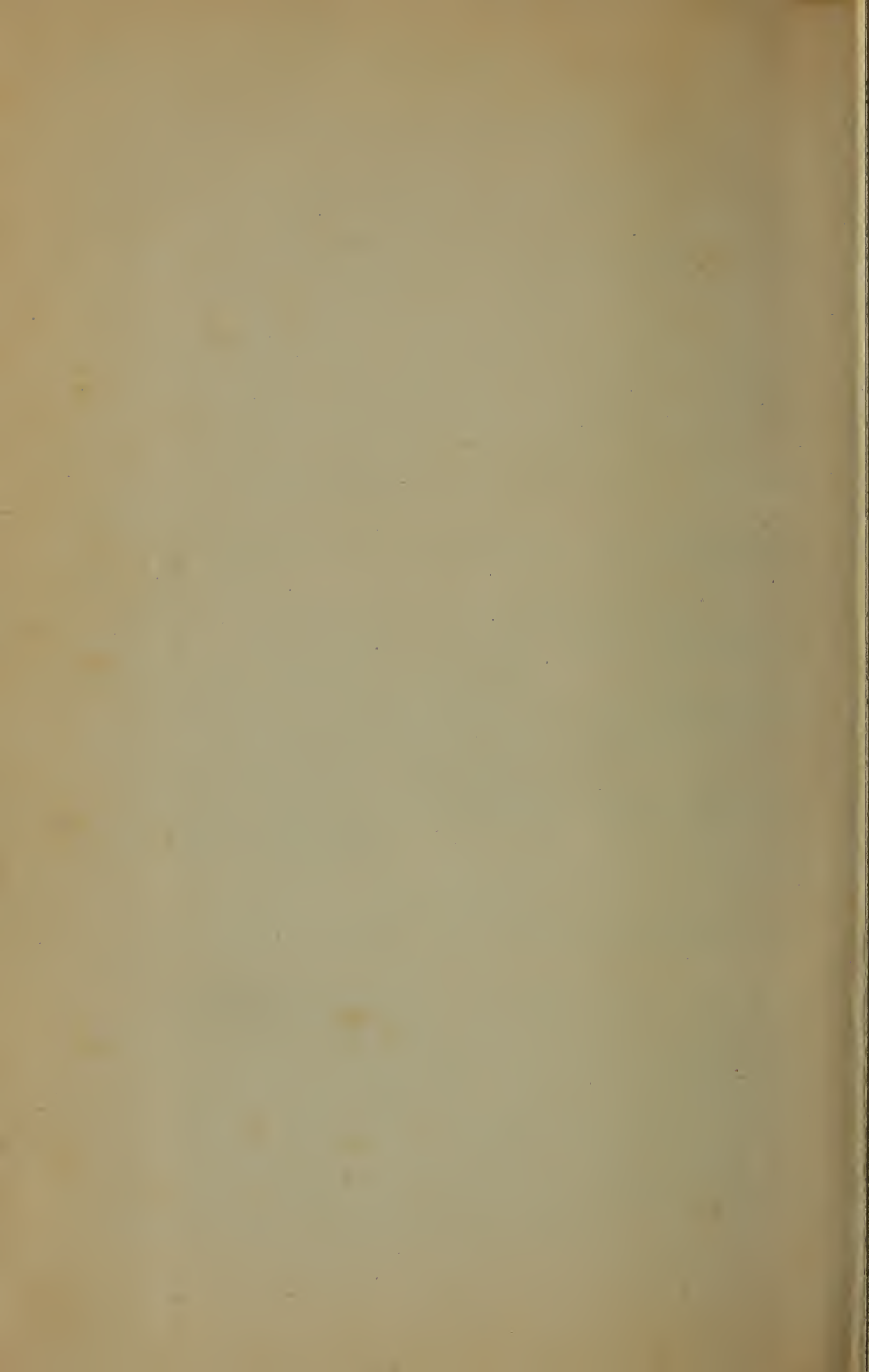
CASE 10. Words that are remarkably emphatic or the principal subjects of discourse.

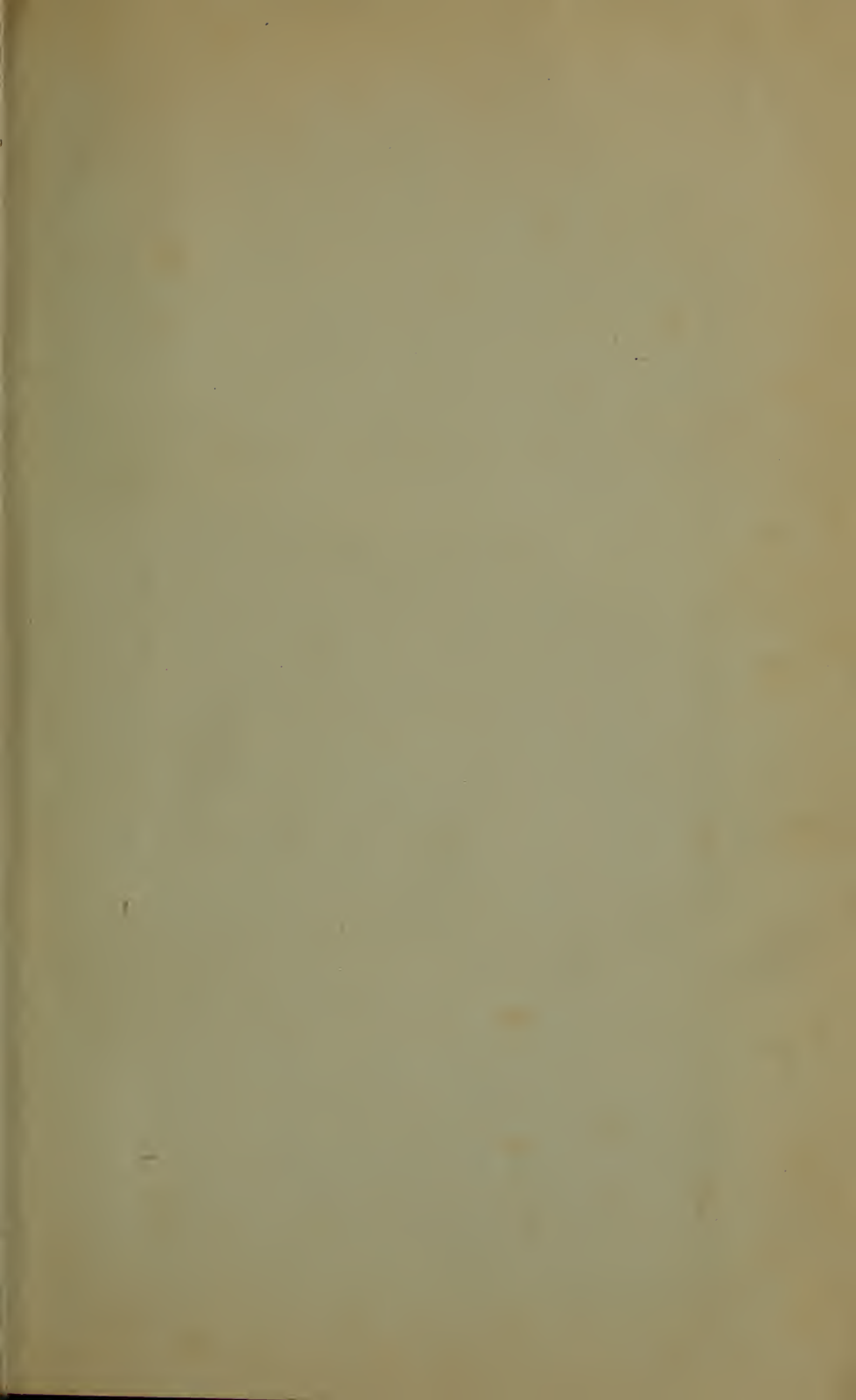
EXERCISE 6.

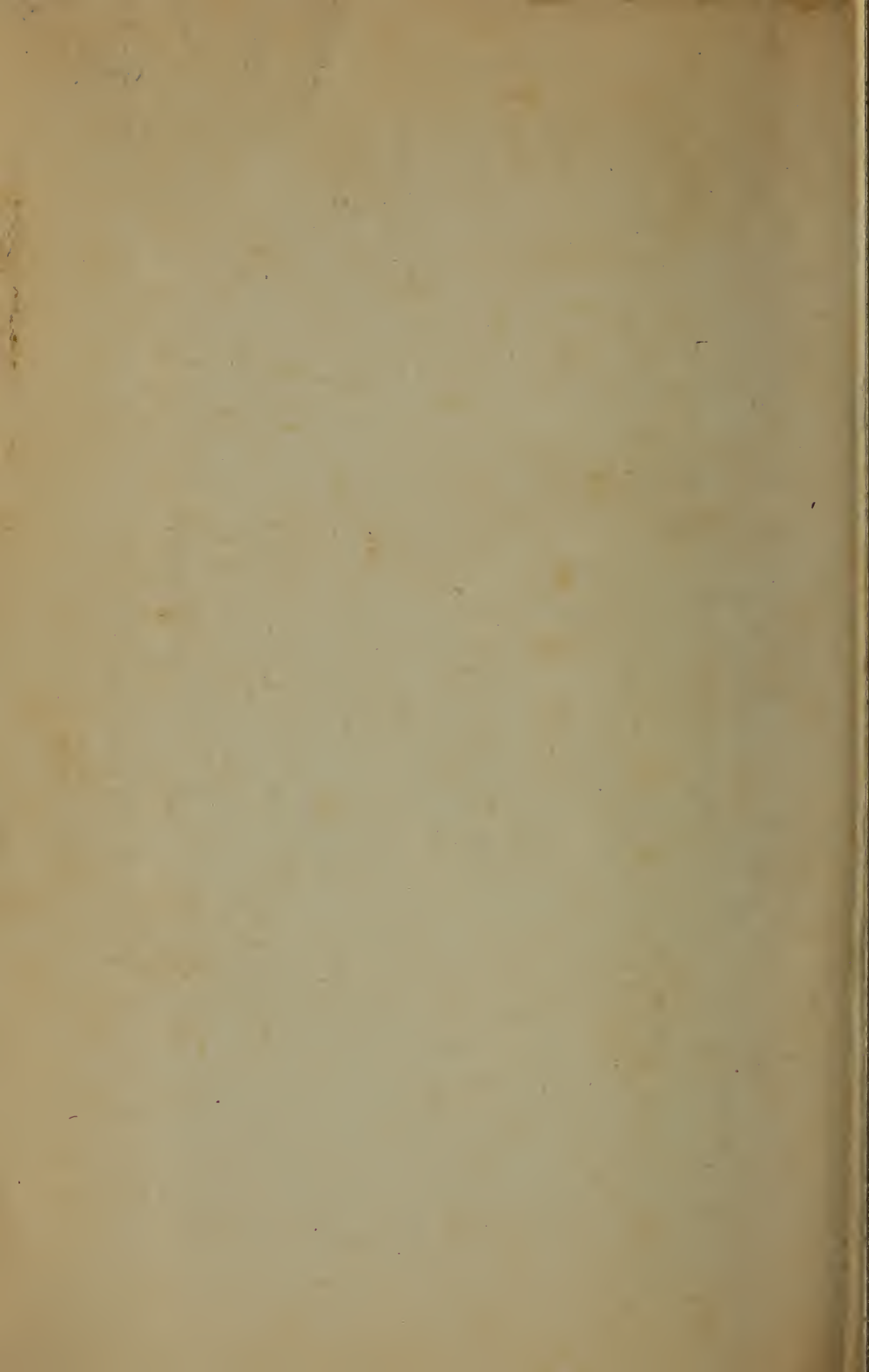
Put capital letters where they are required, and give the case which applies:

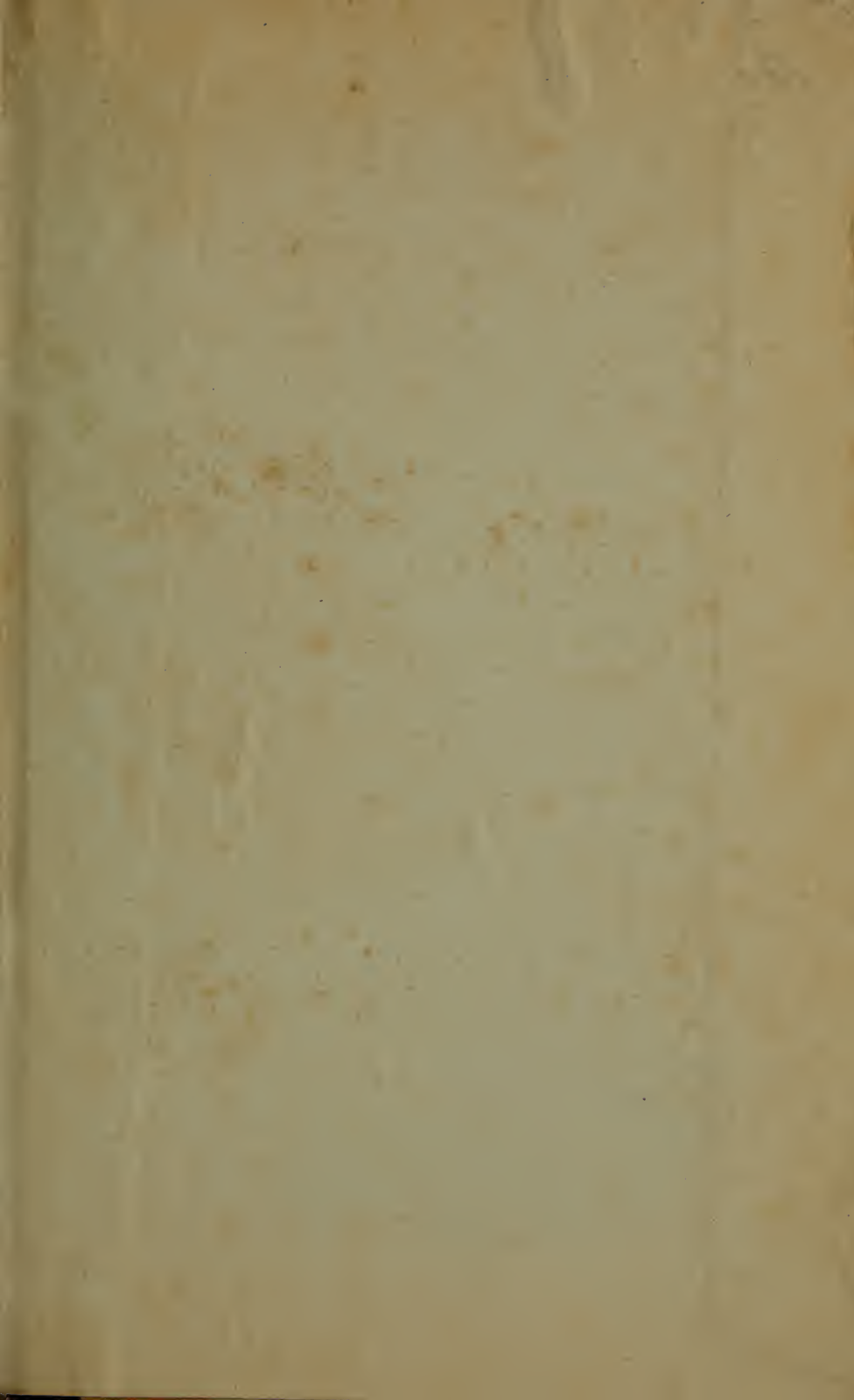
1. honesty is the best policy. 2. george visited europe with his uncle scott, where he saw london and paris, the alps and the rhine. 3. congress is composed of the senate and the house of representatives. 4. I have read several french and german works. 5. The jews would not receive jesus christ as the messiah. 6. solomon says, "a wise man feareth and departeth from evil." 7. o time! how few thy value weigh! 8. i have been reading rollin's ancient history. 9. On monday, april 14th, the new steamer ocean queen will be launched. o how i should like to see it!





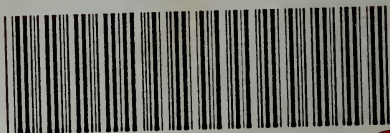






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